CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Background of the Study

…In the traditional curriculum he prepared his lessons a day before but with UbD in the Revised Secondary Curriculum, he planned a week before the lessons. He said that during those times he came to class with the goal in mind. He said it was very good. Especially seeing students overcoming their shyness and interacting with one another and thinking creatively to apply their learning in another situation is heart-warming. He said that in the 19 years of his teaching, there is more fulfilment now in his heart knowing that students learned to apply their learning in a real setting" (Testimony reported to Jay McTighe 2015, email, see Appendix L).

The aim of this study is to unveil the perspectives of students, teachers and administrators regarding the impact that the Understanding by Design (UbD®) framework, introduced to the educational endeavors in 1998 by Grant Wiggins and Jay McTighe, has brought in the teaching strategies and learning development; and also the curriculum specialist's view on how UbD® framework has brought transformation in the curriculum development in the Philippines.

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction" (Covey 2014, 105). The primary goal of education is the development and deepening of the student and his or her understanding to enable "transfer learning" (McTighe, Emberger, and Carber 2008, 25). This means that the only manifestation of the evidence that the student is

learning is when the student is able to apply or to put into practice what he or she has learned. In every educational endeavour there should be effective curriculum planning that "aims" the students to "make" their learning become true in other aspects of their lives.

I attended one of the public schools here in the Philippines from my elementary years up to high school. I do not have much memory during those formative years of my life, but there were some things that remained clear in my memory up to this time. I went to school even if there was a storm and I crossed the flooded roads because of class and exams. My first grade teacher assigned me always to teach my classmates how to read on the board. My second grade teacher hit my hands even though I was just sitting quietly on my bench. My third grade teacher was very kind; she always liked me because I behaved well in school. My fourth grade teacher was very good; she taught so well and she was always punctual. But she was a terror, too, punishing us even we did nothing wrong. My fifth grade teacher was kind, always smiling but also always late in coming to school. She taught well, yet she practiced favoritism. She deleted my name from the list that has awards and replaced it with my classmate who was working in her house. It was the substitute teacher when our sixth grade adviser got sick who first brought me to a life-changing transformation in my life in the field of education when he said that he expects to see me someday as one of the "Class A" students in our class. That teacher never knew how much those words would bring a great impact in my life and I do admire the choice of words that were uttered toward me as one of his students.

My high school years were more of a competition, not only inside the classroom, but within the schools in our province and even the whole nation. During those years, I

realized that there were some teachers who did not care whether the students learned or

projected creativity. The only thing that mattered to them was the score the student can

achieve. In public schools, we have many sets of exams conducted in every school by the

Department of Education (DepEd). There were district tests, division tests, regional tests

and national tests. The results of the exams best explained what kind and what level of

school we belonged to. Months of review were held every Saturday and Sunday to enable

the students to do well in the exams. School administrators aim that their school will be

the one on top. That came to the point that they scheduled the Saturday before the week

of examination that the students should come to the school so that they can get the answer

sheets from the teachers. The scoring and ranking of the school was more important to

the teachers than the development of the learning of the students.

Not only that, but teachers also did not care about the process of the students'

learning; rather, they just looked at the final output. It was so disappointing that there

were teachers who had a mentality like that. They do not give importance to the original

works of their students, but instead taught their students to be lazy and depend upon the

works of other people.

I never liked some of my teacher's attitudes and perspectives in their teaching.

That is why I said to myself before that if I would become a teacher someday (though I

did not want to), I vowed that I would never be like them. The mission of high school is

not to cover the content, but rather to help learners become thoughtful about, and

productive with, the content. It is not to help students get good at school, but rather

prepare them for the world beyond school–to enable them to apply what they have

learned to issues and problems they will face in the future. "A school is in the business to

cause and promote learning" (Wiggins and McTighe 2006, 13), which means that students come to school because, in the first place, they are expecting something new to learn that will pave the way to their future.

Christian education is not merely teaching, but it is transforming lives. Christian education is deeply rooted in the Great Commission found in Matthew 28:18-20 (Armstrong 2014). Jesus mandated his disciples to transform the world by saying, "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey what I have commanded in you." The first biblical education can be found in the Old Testament when parents were commanded to educate their children about the ways of the Lord (Deut. 6:4-9, New International Version) and so are they also instructed to do so in the New Testament (Eph. 6:4). So, education as transformation or Christian education originated in the Bible itself - the word of God which projected the aim of transforming lives. Jesus when he gave the Great Commission has projected what the outcome would be–the making of disciples. So then, education is rooted in the transformation of lives.

Education that is founded in the Scripture and that desires a transformational impact in the lives of the learners, not only in their minds but also in their hearts (their whole life), is the best quality of education of all and is what the learners need (Detalo, 2011). For the past decades, educators have been contemplating the process of education that promotes the best learning and results. The goal is that which will aid the learners to apply what they have learned in their lives and lead them to the pursuit of their dreams. Grant Wiggins and Jay McTighe co-founded the Understanding by Design® framework

which helps the curriculum, assessment makers and writers to plan and develop a

curriculum that directs learners to transferable knowledge.

In my experience the Philippine education system in the past has tended to use the

textbook as a curriculum rather than as a resource, aiming to finish teaching the whole

book rather than providing the students a quality learning and understanding of lessons at

school. School is an avenue which promotes learning and education to students. In 1991,

Jay McTighe received a national recognition for his work with Robert J. Marzano and

Debra Pickering in their Association for Supervision and Curriculum Development

(ASCD) publication *Assessing Student Performance Using Dimensions of Learning*

(1991). The publication turned out to be successful, it reinforced McTighe's emergent

leadership position within the movement to reform assessment practices in United States

of America's education. Grant Wiggins and Jay McTighe shared vision for a framework

and in 1991 they published their book, *Understanding by Design* (cited in Brown 2004,

14). The Understanding by Design® framework was used U.S.A. where it has brought

some successful effects through curriculum planning in schools. In the Philippines, the

Department of Education put into test 33 pilot schools all around the country to see

whether the Understanding by Design® framework would also be effective in the

Philippines (2006). This implementation in the Basic Education Curriculum (hereafter

referred to as BEC) used in the Philippine Educational System (Policy Guidelines on the

Implementation of the 2010 Secondary Education Curriculum (SEC)

(http://www.deped.gov.ph/orders/) assessing the effectiveness of the framework in these

pilot schools compared to those whose curriculum not designed using this framework

(National Education Conference on Understanding By Design

http://www.deped.gov.ph/).

The study of this project was conducted in four of the selected Pilot High schools in the Philippines. This study is very important to me because this framework has contributed so much in the development of education that gives light and hope to the students for them to be able to achieve their dreams. I am a product of this. Credit belongs to the late president of Visayan Nazarene Bible College, Dr. Julie M. Detalo who introduced this framework to us in our Teaching Strategies Class when I was in 3rd year college. She impressed in our hearts that the best education is not just teaching students, but it is more getting to know each student. It is teaching them beyond what the lesson plans have told the teacher to do. It is not about the lessons to be taught, but also the learners as the recipients of the education. It is leading them to the transformation of their lives which is the best education of all. The most essential message of UbD® is that everything that is learned should be able to be applied in daily living – the real world. Dr. Detalo imparted to my heart in that class what authentic learning is and the way she taught us in that manner, and without her knowing it, impacted me so much. It is because of that that I am doing this research.

As a Christian educator and as a student of Asia-Pacific Nazarene Theological Seminary (APNTS), a seminary that gives importance to the holistic well-being of a child through its Holistic Child Development (HCD) Program, it is envisioned that the result of this study will be impactful on graduates of the Master of Arts in Religious Education degree (and even those who are still taking it) and also to all professors to adopt the UbD® framework in their way of teaching to promote the best education to the learners.

Even in their future ministries with children in Sunday schools or any other teaching activities, they will be guided with UbD® on how to teach more likely to reach the goals regardless of who they are and who their students are. One difference of this study conducted with other secular studies about this is my orientation concerning holistic well-being of children along with its emphasis on the importance of every child. We also look at every child as uniquely created by God and that makes this study somewhat different from others.

In this study, there were four selected schools which were chosen. The first one is Angeles City Trade High School (ACNTS). ACNTS teaches students in grades seventh through tenth. The school is structured as a vocational schools, which means that it provides classes that are focused on building and developing trade specific skills along with general classes (review on public schools). The second school is Makati High School (MHS). MHS is one of the public schools in Makati. The third school is Aldea National High School (ANHS). In an interview with the principal, she said that ANHS is a new school catering settlers from Pasig City (A-ANHS 2015). The last school is, Nazarene Academy (NA). NA, according to A-NA is a private school offering education from pre-school to secondary (A-NA 2015).

Theoretical Framework

Understanding by Design® (UbD®) is a framework that offers a "planning process and structure to guide curriculum, assessment, and instruction" (Grant and McTighe 2014, 1). This framework has two key ideas that are contained in the title itself: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design

curriculum 'backward' from those ends" (Wiggins and McTighe 2014, 1). It aims to help

both teachers and learners in high schools, offering teachers an approach that will help

them "enhance curricular planning which focuses on the development and deepening of

understanding and transfer learning and for learners, it will help them into understanding

which makes sense when their learning is transferred through authentic performance"

(Wiggins and McTighe 2014). Dr. Jay McTighe shared to me via email the original

"whitepaper" on this framework. In it Wiggins and McTighe based this framework on the

seven key tenets which are:

> 1) Learning is enhanced when teachers think purposely about curricular planning. The UbD® framework helps this process without offering a rigid process or prescriptive recipe; 2) The UbD® framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer learning; 3) Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding – *the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess –* can serve as indicators of understanding; 4) Effective curriculum is planned backward from long-term, desired results through a three-stage design process. This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent; 5) Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim at and check for successful meaning making and transfer by the learner; 6) Regularly reviewing units and curriculum against standards enhances curricular quality and effectiveness, and provides engaging and professional discussions and 7) The UbD® framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs (student performance) inform needed adjustments in curriculum as well as instruction so that student learning is maximized (Wiggins and McTighe 2014, 2).

The heart of this study is to explain and probe that the measure of learning is not

only when students got a perfect score in the tests given, there is more to that. If the

student cannot perfect or pass the exams does not mean that they are not learning at all. The goal of teaching is not to make students good at school or just cover the lessons to be taught, but rather it is the "transfer" of their learning to real life. The aim of UbD® is that students can use or transfer their learning to real situations even when teachers are no longer there to guide them.

Conceptual Framework

This conceptual framework is basically an evaluation of the effectiveness of UbD in the Philippine context and so in the light of that fact, the conceptual framework is more of the methodological flow chart. Two of the four schools, ACNTS and MHS selected in this study were among the thirty-three pilot schools in the Philippines where UbD® was originally implemented in 2010. NA though a private school, implemented UbD® at the same time. These schools were selected because of their involvement in the implementation of the UbD® framework in the past and in the present. Though ANHS was not among the pilot schools that used the framework before, it was selected because the current K-12 curriculum implemented in all schools nationwide in 2012 has embedded UbD® in it. The flow chart can be observed in Figure 1.
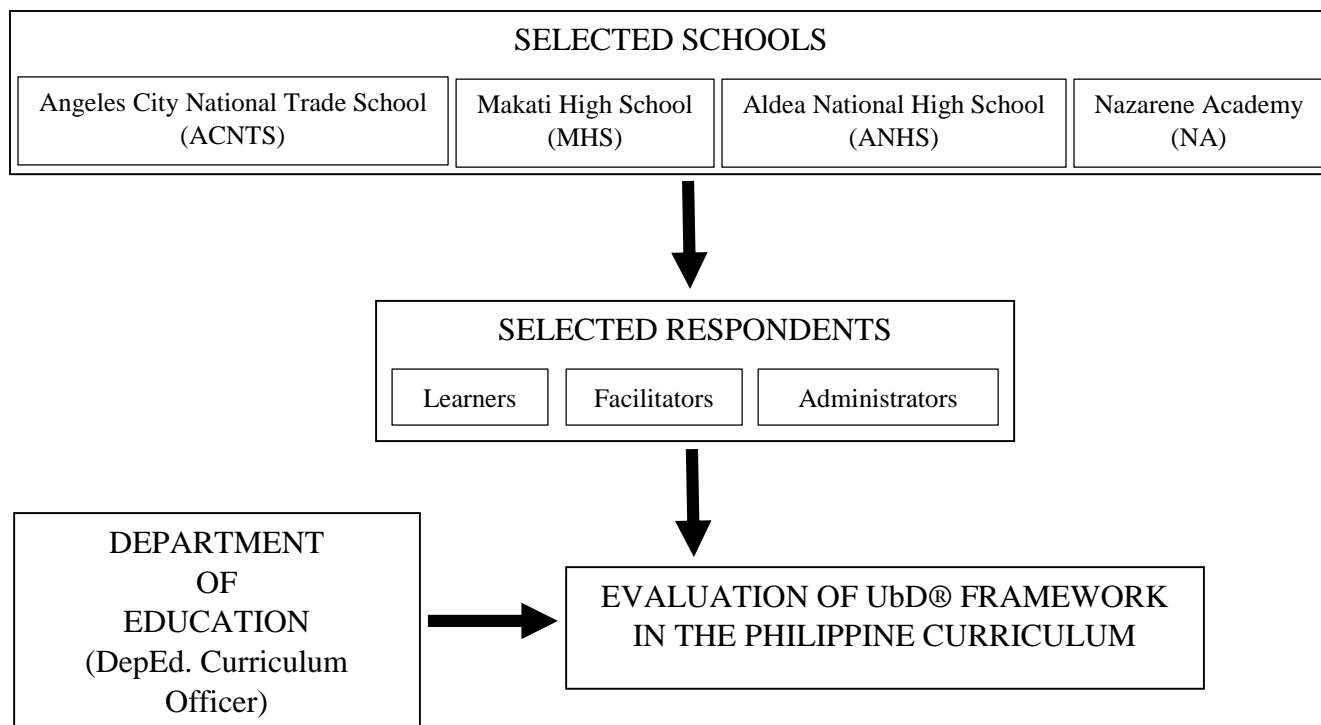
SELECTED SCHOOLS			
Angeles City National Trade School (ACNTS)	Makati High School (MHS)	Aldea National High School (ANHS)	Nazarene Academy (NA)

SELECTED RESPONDENTS

Learners	Facilitators	Administrators

DEPARTMENT OF EDUCATION (DepEd. Curriculum Officer) → **EVALUATION OF UbD® FRAMEWORK IN THE PHILIPPINE CURRICULUM**

Figure 1: Conceptual Framework

To evaluate the impact of UbD® in the curriculum, this study was done in the schools which can be seen in the first box. The second box shows that the perspectives gathered were divided into three categories: first, was the learners' perspective about their experience at school under UbD®; secondly, was the teachers' perspective on the impact of UbD® in their teaching strategies; and thirdly, was the administrators' perspective on the impact of UbD® in the teaching strategies and the learning development. The last perspective was the evaluation of the DepEd Curriculum Officer.

Problem Statement

This study is directed by this main question: How did Understanding by Design®

Framework impact the strategies of teaching of teachers and the development of the

learners in four selected high schools in the Philippines?

Thus, this study strives to answer four key questions:

1. What are the demographic characteristics of the selected students?

   a. Age

   b. Family background

   c. Educational background (achievements in school)

2. What are the demographic characteristics of the selected teachers and

   administrators?

   a. Age

   b. Educational attainment

   c. Number of years in service

3. In what ways does Understanding by Design® bring transformation in selected

   students?

   a. How does UbD® affect the development of the learning of the

   students?

   b. How does UbD® affect the understanding where the students are

   heading and why they are going there?*

   c. How does UbD® affect the students' participation in activities and

   engaging and hooking their interest and imagination?*

   d. How does UbD® affect students as they reflect, revisit, revise, and

rethink their knowledge and growing understanding (*adapted from John Brown 2004, 97).

4. In what ways does Understanding by Design® bring transformation in the four selected schools?

   a. How does UbD® affect the teaching ability of the educators?

   b. How does UbD® framework meet the need of curriculum planning?

   c. How does UbD® meet the need of assessment making?

   d. How does UbD® impact the improvement of the use of instructional strategies in the ways of teaching of the selected teachers?

   e. How does UbD® impact the teachers in emphasizing the unit design, rather than discrete or isolated lessons?*

   f. How does UbD® impact the teachers as they put the learner at the center of the learning process?*

   g. How does UbD® impact the teachers as they emphasize experiential learning that allows students to engage in exploration and inquiry (*adapted from John Brown 2004, 97).

Significance of the Study

This study endeavours to unveil and explain the effect of Understanding by Design® Framework (UbD® framework) upon the development of the performance of four selected pilot schools in Metro Manila, upon the accomplishments of the selected teachers and upon the transformational educational impact to the learning and

understanding of selected students from the time and during this framework was put into test in their schools.

Upon the completion of this research, I researcher aim to point out whether the UbD® framework has impacted the three pilot schools in the development of the curriculum they provided to the students and whether UbD® framework has influenced the understanding and authentic performance of its graduates. Also, I strive to see whether there were any outstanding performances among the teachers in their teaching that goes beyond the normal way of educating students through the help of UbD® framework.

Assumptions of the Study

This study is formulated according to the following assumptions:

1. That UbD® is an effective tool in the curriculum planning and assessment making;

2. That UbD® makes a significant impact in the development of the performance of its graduates; and

3. That the sample of selection of students, teachers and administrator will be generally reflective of the selected schools population.

Scope and Delimitations of the Study

Regarding the research environment, this study set out to cover only three of the original Pilot Schools in the Philippines. They were: Angeles City National Trade High School, Makati High School in Makati City and Pines City High School in Baguio City.

It was not concerned with other pilot schools that were used in testing the UbD framework.

Regarding the subjects, this study was also intended to be limited only to the respondents who were attending the school prior to when the framework was implemented and also who were attending the school during the first years it was tested. Also, it is limited to teachers who are serving the school prior to when the time the framework was tested and until today. I acknowledged that other students and teachers have their own experience and evaluation to share, but decided to limit the study to only three students and three teachers from each school for a deeper and focused study.

This study is specifically for the three selected students in each of the three schools and to the three teachers in each school. I understood that the results of this study might not be reflective of other students or teachers of the school or other schools.

In this research, I adapted John Brown's tool for inquiry (a set of questions from his questionnaire that he used in the United States to hear the perspectives of the individuals, practitioners and users of UbD®).

Definition of Terms

For those people who are interested in this study and readers who are unfamiliar with the subject and the details of this thesis, I listed these operational definitions UbD®. The six facets of understanding and some other specialized terms as they used by the founders are included. I added the term "Pilot Schools."

Application – is the ability to use knowledge effectively in new situations and diverse, realistic contexts (Wiggins and McTighe 2014, 92).

Deeper Learning – is the process through which an individual becomes capable of taking what was learned in one situation and apply it to new situations of which the product of this is what we call *transferable learning* (McTighe 2014, 1).

Effective Curriculum – refers to a curriculum planned backward from long term, desired results through a three-stage design process (McTighe and Wiggins 2014, 1).

Empathy – the ability to get inside another person's feelings and worldview (Wiggins and McTighe 2014, 98).

Explanation – sophisticated and apt theories which provide knowledgeable and justified accounts of events, actions, and ideas (Wiggins and McTighe 2014, 85).

Interpretation – narratives and translations that provide meaning (Wiggins and McTighe 2014, 88).

Performance goals – are what the teachers want the students to learn and in the end, to be able to do with what they have learned (McTighe, Wiggins 2014, 1).

Perspective – refers to critical and insightful points of view (Wiggins and McTighe 2014, 95).

Pilot Schools – referred to the public schools in the Philippines whose performance exceeded the average performances of other public schools. Here, in order to be admitted, the students final GPA should meet the required rating upon entering into the course of study and students have to maintain a GPA that can qualify them to remain in the Pilot School.

Self-Knowledge – is the wisdom to know one's ignorance and how one's patterns of thought and action inform as well as prejudice understanding (Wiggins and McTighe 2014, 100).

Teachers – refer to the coaches of understanding. Wiggins and McTighe use teachers-facilitators-coaches all to mean the latter (Wiggins and McTighe 2014, 95). Educators can refer to administration and curriculum developers as well as the teachers.

Transferable Knowledge – refers to the product of *deeper learning* that includes the content knowledge in a domain and knowledge of how, why, and when to apply this knowledge to answer questions (McTighe 2014, 1).

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

I value the thinking and writings of the great people who have shared their thoughts and their findings in this field which is being studied. "Education is the key to success in life, and teachings make a lasting impact in the lives of their students" (Solomon n.d., 1). Education is an intangible thing. Though it cannot be taken away from anyone, yet the change it brings to individuals can be shared to others.

In my reading, I found the meaning, worth and integrity on the studies and words in the pen of others in history. UbD® is a relatively new conceptual framework; as a result, a large body of secondary literature was not available at the beginning of this project. This chapter includes the review of studies and literature conducted abroad and in the Philippines in relation to the Understanding by Design® framework and how it brought change to the field of education, and how it could be useful here in the Philippines. Thus, I present it thematically. At the end of this chapter, UbD® is analysed as a curriculum ideology and it is also compared to other curriculum approaches.

What is the Understanding by Design® Framework?

The UbD® framework is guided by the confluence of evidence from two streams – theoretical research in cognitive psychology and the results of student achievement studies. The UbD® framework offers a three-stage backward design process of

curriculum planning, and includes a template and set of design tools that embody the

process. A key component of a curriculum based on the UbD® framework is alignment

(i.e., all three stages must clearly align not only to standards, but also to one another). In

other words, the Stage 1 content and understanding must be what is assessed in Stage 2

and taught in Stage 3 (Wiggins and McTighe 2014, 2). Teachers are not only there at the

school to present lessons and feed learners with knowledge, rather, teachers are there to

help promote learning. No matter how good the curriculum is, it will never produce the

best teachers and best students without the teacher being able to execute the lessons with

a design to teach effectively. UbD® framework is a tool to help teachers to think

creatively, to teach with design and to think like assessors of the students.

Understanding by Design® Framework on the *Identifying Desired Results*

In every lesson, there should always be a clear objective of what the teacher wants

the students to learn of what the teacher foresees that the learners should be able to do or

of what would be the application of what they have learned in their daily lives. Grant

Wiggins stated that UBD® framework is designed to help curriculum writers develop

curriculum that has a) *Identifying Desired Results* which focuses on the first stage in

which "the goals are being considered, established content standards are being examined,

and curriculum expectations are being reviewed;*"* b) *Determining Assessment Evidence*

which are "two broad types of assessment–performance tasks and other evidence are

being distinguished;" c) *Plan Learning Experiences and Instruction*, the third stage of

backward design is that, "teachers plan the most appropriate lessons and learning

activities to address the three different types of goals identified in stage 1: transfer, meaning making, and acquisition," (Wiggins and McTighe 2014, 1-5).

Understanding by Design® Framework on the *Facets of Understanding*

Wiggins and McTighe cited John Passmore's statement on understanding, "There are many different ways of understanding, overlapping but not reducible to one another and, correspondingly, many different ways of teachings to understand" (Wiggins, McTighe, and Passmore 2014, 82). "Understanding is multidimensional and complicated. There are different types of understanding, different methods of understanding, and conceptual overlap with other intellectual targets" (Wiggins, McTighe and Passmore 2014, 84). Understanding seems very easy, but it is very hard to explain and interpret. For this reason, Wiggins and McTighe developed a "multifaceted view of the concept" in their book *Understanding by Design,* Expanded 2nd edition that when we truly can do or perform. According to the six facets of understanding that the co-founders developed, learning is evident if students could perform or display six things. First, is the ability to *explain,* which means that student learn if he or she is able to make generalizations or make insightful connections to the lesson and able to express what he or she have learned by giving examples or illustrations. Second, is the ability to *interpret,* this means that students can tell stories or translate what they have learned through giving their personal analogies or models. It could be through relating it also what is going in the environment. Third, is the ability to *apply* which means the students should be able to put into practice the things that they have learned. Fourth, ability to have a *perspective,* this means that students learned if they were able to connect the ideas they have learned in a real life

setting. Fifth, is the ability to *empathize,* which means that students find value in what others think and perceive sensitively to the situation or experience of others; and lastly, is the ability to have a *self-knowledge,* this means that when students understand they "show metacognitive awareness," they became aware of what others do not understand and they are able to reflect on the meaning of learning and experience (Wiggins and McTighe 2014, 84).

The mentioned six facets of understanding above should penetrate everybody's thinking about "all three stages of backward design." This does not mean that it has to be present and visible every at the end of only one class session, but rather over the whole duration which a certain unit is being taught. In UbD® teachers are not encouraged to just fill students with ideas but rather guide them and assist and work with them to discover what ought to be discovered.

Understanding by Design® Framework on *Deeper Learning – Transfer*

Grant Wiggins in his article, "A Diploma Worth Having" discussed about the value of high school diplomas in the 21st century education in the United States. The author here suggests that "high school education should be changed to abolish course requirements, increase expectations, and allow students to study subjects that represent their passions and likely their carrier choices" (Wiggins 2011, 28-33). Wiggins also stressed in another article he wrote, "Moving to Modern Assessments" that authenticity in learning refers "less to the particular challenge or question and more to the realism of setting – audience, purpose, constraints, and opportunities," (Wiggins 2011, 63). He added that he also believed that "the goal is not to get good at school and prove through

assessment that you learned what was taught." However, Wiggins said that the challenge

is not backward, but to look forward "we must determine if the student is ready for future

challenges in which they must transfer prior learning (Wiggins 1991, 63). Sometimes

authentic learning is defined when students passed the exams or students were able to

memorize key points in the lessons, but that is not true. A student could memorize the

whole book without learning at all. "Deeper Learning – Transfer" meant that the proof of

students' learning authenticity is when they were able to "transfer" their learning by

different means. It could be applying it through works or methods in solving problems on

a daily basis like counting money. It could also be when they are able to feel for others. It

could also be when students were able to have self-realization that changes them. These

are just examples, but it could be manifested in other ways, too.

<p style="text-align:center;">Understanding by Design® Framework on Essential Questions</p>

Essential Questions (EQs) help target standards as teachers organize curriculum

content into coherent units that yield focused and thoughtful learning. In the classroom,

EQs are used to stimulate student discussions and promote a deeper understanding of the

content.

Whether teachers are an Understanding by Design (UbD) devotee or are searching

for ways to address local standards or Common Core State Standards in an engaging way,

Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate,

and embed inquiry-based teaching and learning into the classroom (Wiggins and

McTighe 2013). "Essential questions" are very helpful in teaching especially when

teachers facilitate the discussion. "Essential questions" could stimulate students' way of

thinking by leading them to exploration, and by challenging their thoughts and ideas as they discover the answers to their questions.

Learning involves life and without life, then learning could not happen at all. Everything in education is centered in life and revolves around life. In this connection, I agree with Alfred Whitehead when he said that, "the single subject matter of the educational enterprise is the child's experience of life –'life in all of its manifestations' (Whitehead 1929, 6-7). According to him "the students are alive, and the purpose of education is to stimulate and guide their self-development. It follows as a corollary from this premise, that the teachers also should be alive with living thoughts" (Whitehead 1929, v). Education is teaching and guiding people to live life.

Understanding by Design® Framework in the Education System

"Planning with both content and learners in mind" is the most valuable treasure educators can give to the students. Jay McTighe and Ronald Thomas wrote an article on "Backward Design for Forward Action" where they discussed the "key concepts and essential questions that underlie content standards can help identify learning goals and provide the starting point for planning both curriculum and school improvement" (McTighe and Thomas 2003, 1). UbD® is not a curriculum, but rather a tool to plan curriculum and it would be helpful in the culture of curriculum to plan curriculum that intensifies students' learning.

Contemporary Education

Education in these present days is not only valuable but it is also indispensable for the survival of humankind as it was in the past. Centuries ago, we were considered educated when we knew how to read or write and education was a privilege, provided not to all peoples but only to some, such as to males or to the wealthier members of the community. But today it is for everybody and the demand to have it is so strong that one may feel that they really need to possess it no matter what it takes. Pellegrino and Hilton state that:

> Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, Mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills" (Pellegrino and Hilton 2012, 14).

The education of today does not only face the reality of its importance, but also it faces challenges on how education is given to the students as well as the quality of the education it offers. Grant Wiggins, the co-author of Understanding by Design® framework wrote an article on stopping bashing state tests. He said that, "an item-by-item look at state results reveals that students lack higher-level reading and thinking skills" (Wiggins 2010, 1). Educators look at the standardized tests as having the supremacy in testing and evaluating the learning of the students and "standardized tests can give us surprisingly valuable and counterintuitive insights into what our students are not learning" (Wiggins 2010, 1).

Wiggins, Gradwell and Cimbricz had written an article entitled "A Question of Authenticity: The Document-based Question as an Assessment of Students' Knowledge of History." In this article, they are questioning the authenticity of assessments usually applied in schools in New York. Jay McTighe and John Brown in their article, "Differentiated Instruction and Educational Standards: Is Détente Possible?" addressed this:

> …increasingly critical issue is of how educators can reconcile standards-driven accountability imperatives with the growing needs of diverse learners. It argues that not only are these two issues reconcilable, it is imperative that educators attend to them simultaneously and consistently if continuous improvement is to occur in schools and districts. The authors respond to three essential questions at the heart of these issues: How can we address required content and grade-level performance standards while remaining responsive to individual students? Can differentiation and standards coexist? How can we maintain standards without standardization?" (McTighe and Brown 2005, 234).

In line with the statement quoted above, McTighe and Brown talked about the fact that "one of the most vexing issues facing educators involves the seemingly competing imperatives of meeting high-stakes accountability standards while addressing the individual needs and strengths of diverse learners" (McTighe and Brown, 234).

Another paper could support the discussion above, Grant Wiggins wrote the article "The Common Core Math Standards: They Don't Add Up" where he put into writing a reflection on the mathematics components of the U.S. State Common Core Standards Initiative which seeks to implement a national set of educational standards. The author criticizes the real-world application of the math that students learn as well as the lack of intellectual principles in the initiative (Wiggins 2011, 22-23). Wiggins wanted to convey that though schools are maintaining the "standard" yet the lessons taught has no implications in real life setting. Also, Wiggins wrote an article, "Why Education Is

Still Pre-Modern and what we can do about it?" In this writing, Wiggins stressed that,

"Education, however, seems to be stuck. We have empirical evidence about what works

in school. And yet, it remains permissible in even the best independent schools to teach

as one was taught, to feel no need to justify one's practice, and to ignore, fear, or

otherwise fail to solicit feedback from students as to what is working and what isn't in

their learning" (Wiggins 2005, 26). The author here was emphasizing and was

addressing the fact that though lessons were taught in school, yet education seems to be

in "stuck" which means that education or the lessons taught in school has no contribution

at all to the learners. It is important to note here when Wiggins said schools do not feel

the need to justify its practice in teaching and the failure to ask feedback from the

students. I agree with Wiggins, schools in order to evaluate the effectiveness or the

performance of its teaching strategies should ask the opinion of the students because the

students are the recipient of it.

McTighe and Wiggins shared here the same vision. Both of them were saying that

the fact that information was given to the students does not mean that they learn and it

does not mean that there is an intellectual battle that is going in the individual learners.

Just based on the articles above, it could be summarized in this statement: Meeting the

state standards does not mean the school is successful in teaching the students. Students

could memorize the knowledge given to them and answer state exams without

understanding. The success of the school does not depend on the results of the

standardized tests but rather it lies on the influence it has brought to the lives of the

students.

Effective Instruction

In the article they wrote, McTighe and Brown describe effective instruction as the one that "accommodates differences in learners' readiness level(s), interests, and learning profiles (McTighe and Brown, 2005, 238). This principle which lies at the heart of the Tomlinson (1999) model of Differentiated Instruction, requires educators to place the learner at the center of the teaching-learning process" (McTighe and Brown, 2005, 238). In effective instruction, "responsive teaching demands diagnostic and ongoing assessments of student progress in relationship to required content and performance standards of which through this process, teachers decrease skills and knowledge gaps, as well as accommodate individual student's demonstrated strengths, interests, and personal learning goals" (McTighe and Brown, 2005, 238). This means that assessments are not only done to assess the performance of every students but rather to see and discover rooms to develop the strength and interest of students and to help improve their personal learning goals.

McTighe and Thomas in their article, "Backward Design for Forward Action" offer a look at the concept relevant to the identification of learning goals, curriculum, planning and school improvement. It also discuss the ways to determine learning goals; analysis of student's achievements; organizational factors significant to school improvement and factors that influence reading performance (McTighe and Thomas 2003, 52).

Also, McTighe, Emberger, and Carber in the article they wrote about UbD and Primary Years Programme (PYP) stated, "Complementary planning frameworks investigated the commonalities and differences between two planning frameworks:

Understanding by Design and the International Baccalaureate Primary Years Programme. The authors discuss the major features of each framework and compare their approaches to curriculum, assessment and instructional planning" (McTighe and others 2008, 25-31). In this article, it shows that PYP calls for a "trans-disciplinary approach to curriculum through the use of established themes," while UbD "develop around established standards within disciplines (McTighe, Emberger, and Carber 2008, 24).

"Teaching to the Authentic Test" was written by Grant Wiggins and in this article he reported that testing can serve teaching and learning itself if tests clarify and set intellectual standards. Challenges in setting standards for the tests; efforts required for schools to regain control over testing and instruction; draw backs to high school diploma and weaknesses of course-specific tests" (Wiggins 1989, 42-43),. Also, in connection with this, he wrote another article "Standards, Not Standardization: Evoking Quality Student Work" in which he calls for faculties to judge local work using authentic standards and measures to improve schools. It also states that concrete benchmarks are needed in judging student work essential tasks, and faculties should be duty-bound by the results if they are unsatisfactory. Also, it states that, tests and criteria by which their results are judged must themselves be standard-setting and standard-revealing. Not only that but Wiggins emphasized here that, "our schools must no longer accept token efforts judged by variable criteria. We must expect quality from every student based on models of outstanding performance" (Wiggins 1991, 18).

Understanding by Design® and Other Curriculum Ideologies

There are visions of education that have existed: some maybe even before public schooling was established, others for a long time until today, and other visions that are for the future. In the historical context of education the visions developed over the last century, if we to look at then keenly, we will realize that the present issues are related to the lasting educational concerns that have been a source of debate for a long time. Michael Stephen Schiro, author of the book *Curriculum Theory: Conflicting Visions and Enduring Concerns*, as an educator teaching for many years said that for over 40 years he has observed that "many educators either (a) hold the belief that their ideology is the only appropriate one for schools and that all other ideologies are enemies of education or (b) do not fully understand the nature of the debate over educational purposes and methods and as a result are buffeted about by each new educational issue and fad. He also said that over those years he rarely encountered educators who fully understand and appreciate the range of ideological perspectives available and making the most of the advantages it can bring to education" (Schiro 2008, xv).

Schiro dealt with four curriculum ideologies in his book which are: The Scholar Academic Ideology, The Social Efficiency Ideology, The Learner-Centered Ideology and The Social Reconstruction Ideology. The Scholar Academic Ideology believes that, "over the centuries our culture has accumulated important knowledge that has been organized into the academic disciplines found in universities. So basically, with this ideology for them the purpose of education is to help children learn the accumulated knowledge of our culture: that of the academic disciplines" (Schiro 2008, 4). This curriculum provides "the means of transmission, and it derives both its meaning and its reason for existence from

the academic disciplines. The major concern of scholars in this curriculum is to construct a curriculum in such way that it reflects the essence of the disciplines" (Schiro 2008, 4). The Scholar Academic Ideology does not differ much from the Social Ideology. The Scholar Academic is concerned much with its culture and with the disciplines while the Social Ideology view concerns itself or advocates that the purpose of schooling is to "efficiently meet the needs of society by training youth to function as future mature contributing members of the society. Their goal is to train youth in the skills and procedures they will need in the workplace and at home to live productive lives and perpetuate the functioning society" (Schiro 2008, 4). So the goal of the Scholar Academic view is to produce an educated person while the goal of the Social Efficiency view is to produce a productive citizen.

However, The Learner-Centered Ideology, differs much from the first two mentioned ideologies because while the other two focus on the ideals of education and on the needs of the society, the Learner-Centered Ideology focuses on the "needs and concerns of individuals. Here it is believed that schools should be enjoyable places where people develop naturally according to their own innate natures. The goal of education is the growth of individuals, each in harmony with his or her own unique intellectual, social, emotional and physical attributes" (Schiro 2008, 5). The last view mentioned by Schiro was the Social Reconstruction Ideology which views curriculum as "a social perspective." It views that "the current society is unhealthy." They assume that there is something that can be done to keep the society from falling and also they assumed that the action of educational construction should be directed to reconstructing the society" (Schiro 2008, 6). In some ways, this ideology has faith that education has

the ability to "teach people understand the society in such a way that they can develop a vision for a better society." This ideology is marked with the belief that "there is no good individual, good education, truth, or knowledge apart from some conception of the nature of the good society" (Schiro 2008, 6). UbD® is essentially is primarily a Learner-Centered Ideology that tries not to abandon the useful values of the other three views.

How does UbD® relate here? UbD® actually originally came out from one of the best well known educational strategies, the Outcome-Based Education (OBE) of which the 'outcome' is a culminating demonstration of learning. It is what the student will be able to do at the end of a course.

UbD® in Comparison to Traditional and Outcome-Based Education Curriculum

Curriculum changes. Curriculum develops. There is no such thing in the culture of education as "one curriculum theory." In fact, there is "no one curriculum theory that is better than all of the others" (Morris and Hamm 1976, 299). Morris and Hamm discussed that curriculum theories have major characteristics and the following are: first, curriculum theory has an ontological bias and its ultimate concern is with the "what" or "why" of any educational enterprise. The primary concern is with neither teaching nor learning but with knowledge itself, whether process or product knowledge; second, curriculum theory deals with alternative intellectual structures of organizing knowledge; and third, curriculum theory moves toward the universal theories. Current curriculum theory is "macrocosmic," more or less, to the "microcosmic" curriculum taught in each classroom (Morris and Hamm, 299). These major characteristics mentioned are true to all or evident in all curriculum theories. Most of the time, each theory includes these

mentioned characteristics. It is important to note here that "knowledge itself" whether it refers to the "process or product" is the primary concern of the curriculum.

Curriculum theories have structures, too. It could be logical which means that "knowledge is systematically recognized as a whole" or that it is based within "specialized disciplines." Here the curriculum theory becomes the prerequisite to learning theory and the instructional theory becomes an "implied result," which means that the teacher transmits logically while the student learns. Its structure could also be conceptual which is based on Jean Piaget's descriptive rationale of internal mental processes. The strength of this structure is the "generative quality: it fosters hypothesizing." Piaget believes that conceptual development is unique to each individual of which to this I agree. Also, the curriculum structure could be empirical. This is an activity and a job analysis popularized by Bobbitt, Morrison, and Charters during the 1920's and 30's. In this structure, they study the adult community to determine a curriculum and the theory is based and is specified on the assumption that the school should "reflect the adult society." Lastly, the theory could also be in an existential structure which simply says, "There is no structure at all" and "The point is there is no institutionalized structure." Existential structure argues that individual meaning and the theory itself comes from individual appropriation (Morris and Hamm, 300). These four mentioned structures are great each in its own way. Each has its own weakness and strength, but to combine all of it would suggest a better structure.

It is very important to grasp these things for better understanding of the curriculum which schools adopt. In this section I would discuss the two major educational curriculum of the recent part and compare them to UbD®. First is the

traditional education. In traditional curriculum or education, students are given grades and rankings which are compared to each other. The content and performance expectations are based primarily on what was taught in the past to the students of a given age. The primary goal of traditional education was to present the knowledge and skills of an older generation to the new generation of students, and to private students with an environment in which to learn. This is more likely of an empirical structure. The process in this education paid little attention (beyond the classroom teacher) to whether or not students learn any of the material (Kamii and Dominick 1998, 132).

On the other hand, Outcome-Based Education (OBE) identifies the outcome as the culminating demonstration of learning which described what the student should be able to do at the end of the course (Spaldy 1993). Outcome-based education is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course. Harden and his colleagues suggest that in an outcome-based education "product defines process" (Harden RM, Crosby JR, Davis MH. 1999. 8). Outcome-based education here can be summed up as the opposite of input-based education where the emphasis is on the educational process and where educators are happy to accept whatever the result of it (Davis 2013, 6). OBE is still regarded as time-based. Teachers and principals may want students to learn something, but they typically allocate a certain amount of time to study that topic and then move on, whether or not students have mastered it. For schools to be fully outcome-based, they must organize so that outcomes are fixed; and time and other resources needed to achieve the outcomes are variable (Brandt 1994).

UbD® is evidently far from the traditional education and is more similar to OBE. OBE is known as a "forward design" and UbD® is known as "backward design." OBE begins with the desired outcomes in the delivery of curriculum content, while UbD begins on the other hand with the desired results in the learners' lives. But, UbD® is also regarded as the active aspect of OBE/OBL (Outcome-Based Learning) where teaching objectives are replaced with learning outcomes. While objectives are from the teachers' perspective, outcomes are from that of the content curriculum (Tumapon 2015). Most of the time, the misconception is that of UbD® being treated as a curriculum. UbD® is not technically a curriculum. McTighe stated, "It is a framework for curriculum planning, for assessment design and for teaching with the goal of teaching for understanding and transfer of learning" (McTighe 2013).

UbD® framework is a result of the changing and developing culture of education. While in a traditional education classroom, knowledge was fed to the students and the teacher often expected the students to memorize the input-knowledge (teacher-centered). In a classroom using UbD® framework in teaching on the other hand, teachers are "coaches to understanding" or facilitators. Students are regarded as learners. Knowledge is not to be fed to them. Rather, facilitators give them the chance to explore and discover the meaning of the particular lessons. Also, OBE and UbD® differ from each other in a very significant way. As mentioned earlier, OBE is "time-based," in that it presents the lessons in the allocated time and jumps to another one whether students have mastered the first one or not. On the other hand, in UbD® teachers are not concerned on presenting the lessons in the entirety of the book, but rather it is more concerned on the "transfer of learning." Also, the big difference of OBE and UbD® is that, in OBE there is what we

call "fixed outcomes" while in UbD® we have what we call the "six facets of understanding." Both traditional education and OBE are concerned with covering all of the curriculum the teacher should teach. It does not matter if the student understands or not, as long as it was all presented. Both have assumed "fixed results." Meanwhile in UbD®, it clearly notes the fact that when the students knows about something, it does not necessarily mean that they understand it. That is why UbD® is not only assessing student's understanding through tests, but by also giving students an opportunity to transfer their learning in new, different or real situations or to explain their understanding in their own words or demonstrate if they could teach it to someone else.

So, Understanding by Design® is not just one of Schiro's four Ideologies and it is not technically a curriculum, but rather it is a combination of all in many ways. I can say that this is a combination of all ideologies because it attempts to contain what other ideologies emphasize. It is not only concerned with the content, but with the learner and also with what will they will bring to the society they belong to as they apply what they have learned in their real lives. Another difference of UbD® to other curriculum approaches is that it addresses the concerns in learning of students holistically (bringing elements such as empathy and self-assessment to join cognitive elements of understanding, application and development).

UbD® in Philippine Education

In The Philippines, several evaluation were done to assess UbD® in its role in Philippine education. One of those belonged to Bernadette Lim and Maricar Prudente investigated the teachers' understanding of the 2010 SEC that was implemented. It also

tried to investigate to what extent teachers manifested their skills in designing and

execution of the backward design. The research was done to the twenty-two secondary

schools in the DepED (Department of Education) in Cavite. Based on the findings, I

concluded that "in-service teachers" who were involved in the study considered UbD

framework as a possible beneficial alternative to their conventional teaching standard. It

was found out also that it could lead to an "alternative mindset of students towards

developing lifelong learning skills, habits and attitudes" (Lim and Prudente 2013, 2&6).

From the Department of Education in the Philippines, Director Lolita Andrada,

presented that UbD is the core of the 2010 Secondary Education. She mentioned that the

current costs of education failure are huge. She added that there was a need to strengthen

the core curriculum (Andrada, 8).

In 2005, Dr. Eugenia Moraleda, then Chief of the Curriculum Development

Division, Bureau of Secondary Education, embarked on a review and revision of the

Learning Competencies based on Lynn Erickson's book *"Concept-based Curriculum and

Instruction"* (1998). It is a standard-based curriculum that intends to develop students'

conceptual understanding through the demonstration of products and performances that

are authentic i.e., simulations of what experts do in real life. Upon Dr. Moraleda's

retirement, Dr. Lolita M. Andrada pursued this initiative, this time using McTighe and

Wiggins' Understanding by Design (UbD®) Curriculum Model, which was inspired by

Erickson's Concept-based Curriculum Model (Department of Education Memorandum,

C.O.-DepEd, 2015). "The purpose of both curricula is to develop authentic, deep thinking

among students, for them to construct meanings from their understanding of concepts and

to contribute to the generation of knowledge, and not remain passive recipients of information" (C.O.-DepEd, 2015).

In conclusion, this chapter focused on the following: first it dealt with the framework itself and the key important components; second, it gave a review on how UbD® addresses the education in the United States; third, it gave a comparison of the framework to other curriculum ideologies and the two known curriculum, the traditional and outcome-based curriculum; and lastly, it presented an overview how this framework made its way in the Philippine Education. The next chapter discusses the research methods and procedures.

CHAPTER III

RESEARCH METHODS AND PROCEDURES

This chapter endeavors to deal with the strategies used in implementing the research which includes the following: method of the study, sources of data, research-gathering procedure, data-gathering instruments, and treatment of the data. Also, in the first part of this chapter is the presentation of the synopsis of the changes that had happened in the course of field research that includes the respondents and the methodology.

Synopsis of the Changes and Revisions in the Participants and Methodology

In the proposal, my plan was to conduct research in three schools namely: Angeles City Trade School (ACNTS), Makati High School (MHS), and Pines City High School as approved. At the time of proposal there were thirty-three pilots but before I went to the data gathering, the government implemented K-12 curriculum in every schools in Philippines. In ACNTS, the interviews to the teachers who were involved in UbD succeeded but I failed to interview the alumni who were there before and after UbD was implemented in their school. As advised by the person in-charge of students' information of ACNTS, I went to the alumni's home and left a letter to each of them and even sent text messages but received no response. I then proceeded to MHS. I failed to interview the principal and three teachers in MHS because two of them stated that it was

already few years that went by and they already forgot the details of it. Also, I failed to interview students from MHS because it was insisted that graduates of UbD had already forgotten what had happened during their high school years and at the same time those alumni were already working in the community. Also, I sent the letter to Pines City High School, but received no response.

In the process of field work I discovered that UbD® was embedded into the K-12 curriculum. It was when the current Teacher-in-Charge in the high school department of MHS showed me the modules that the high school is presently using that this was discovered. The principal told me that UbD is no longer used in their school but with the glimpse of the module, my hope for the possibility of the research came back. I wasted no time and made research on the K-12 curriculum that schools are using now and by the documents that DepEd uploaded in their website. I found out that the K-12 curriculum department adopted the six facets of understanding of UbD in the curriculum. I also found out that aside from 33 pilot schools, there were private schools who had been using UbD in their schools for years before K-12 was implemented.

I went back to ACNTS to interview three current students there and it was successful. I then attempted to conduct interviews in PAREF (Parents for Education Foundation) Southridge School which was among those private schools that used UbD but because their long time principal has left a month before I went there, it was unsuccessful. By the suggestion and with the approval of my thesis panel, I pursued Aldea National High School (Tanay, Rizal) to substitute as an alternative for my research due to no success in Pines City High School and lack of respondents from MHS. My time in ANHS turned out to be a success.

It was while conducting the interview with the former Teacher-in-Charge in MHS during the implementation of UbD, the teacher stated that the study is no longer valid and suggested to study K-12 instead and interview curriculum writers in the DepEd, I pursued interviewing one curriculum official in DepEd. Also, since I only have one participant in the category of administrators, another interview was added and it was from Nazarene Academy located in Angeles, Pampanga.

Method of the Study

I used qualitative research method. A qualitative research is used because it "seeks to understand the meaning of a phenomenon from the perspective of the participant and it lies with the idea that meaning is socially constructed by individuals in interaction with their world" (Merriam 2002, 12). I used this qualitative research method in order to "study a phenomenon that involves the lives and responses to certain things and to go deeper into the individual lives of each participant and present their individual opinions" (Dialing 2013, 43). As a part of the qualitative method, a grounded theory which is the UbD® framework in this case is being evaluated. Anselm Strauss and Juliet Gordon defined grounded theory as "systematically gathering and analyzing through the research process of which data collection, analysis and eventual theory stand in close relationship to one another. It is drawn from data, is likely to offer insight, enhance understanding, and provide a meaningful guide to action. It is also both a science and art which means that procedures were designed not to be followed dogmatically but rather to be used creatively and flexibly by researchers as they deem appropriate" (Strauss and Gordon 1998, 12-13).

In the proposal, I stated that interviews would be used as specific methods to find the answer to the question "how has Understanding by Design® framework made a significant difference in the transformational learning of the three selected students and the significant difference it impacted to the transformational teaching of three selected teachers in each of the three schools: Angeles City Trade National High School, Makati City High School and Pines City High School?" As explained, a fourth school and a DepEd official were added for a more balanced and complete perspectives when adjustments to the method were required. During the field research, observation and document analysis were also used in triangulation to give more validity to the findings. Catherine Marshall and Gretchen Rossman in their book *Designing Qualitative Research* warn, "The researcher explores a few general topics to help uncover the participant's views but otherwise respects how the participant frames and structures responses" (Marshall and Rossman 2006, 22). Throughout the interview, the research gave respect to the participants' answers and opinion but explored with probing questions to give clarity to their statements.

Sources of Data

The participants for this study were: (1) selected five high school students from ACNTS and ANHS for the school year 2015-2016, and one graduate student of the batch 2014-2015 from ANHS. Respondents from ACNTS were chosen with the intent of their interest to the study. The participation was offered to the pilot class but there were only five students who accepted the invitation. Letter of consent was given to each of them and three out of five were chosen after the time that the consent was returned to the guidance counselor. Respondents from ANHS were chosen by the administrator bases on

the availability of the students. I chose (1) only three students in both schools with the aim to go deeper in their individual lives; (2) selected three teachers from ACNTS (they were chosen purposively by their participation as facilitators when UbD was implemented and because they are the only ones left still teaching in ACNTS), and also three selected teachers from ANHS who were chosen by the administrator because of their availability; (3) two administrators, one from ANHS and one from NA; (4) one curriculum officer representative from DepEd.

Participants were given pseudonym identifications for their privacy. The respondents who were students will have the code of "L" (stands for Learners). For those who were teachers, the code would be "F" (stands for Facilitators). For example, at ACNTS, student 1 was referred as LI-ACNTS, student 2 as L2-ACNTS, and student 3 as L3-ACNTS. For ANHS, student 1 was referred as L1-ANHS, student 2 as L2-ANHS and student 3 as L3-ANHS; for the teachers in ACNTS, teacher 1 was referred as F1-ACNTS, teacher 2 as F2-ACNTS, and teacher 3 as F3-ACNTS. For the teachers in ANHS, teacher 1 was referred as F1-ANHS, teacher 2 as F2-ANHS, and teacher 3 as F3-ANHS. For the one teacher in MHS, she was referred as F-MHS; the principal of Aldea was referred to as P-ANHS, the administrator of NA was referred as A-NA; and lastly, the DepEd official was referred as C.O.-DepEd (Curriculum Officer-Department of Education).

Students and teachers were interviewed at their preferred times and it was done in their school. Students and teachers were interviewed individually in a group for a maximum of one hour because of their busy schedules. The administrator from ANHS was interviewed twice in her preferred time. The administrator from NA answered the questionnaire and sent it through Facebook for his convenience. Lastly, the curriculum

officer representative from DepEd answered the questionnaire and sent it through email

for her convenience and a phone call was made to her as well. An observation at one

class in MHS was done one time by the recommendation of the teacher to witness the

reality of the UbD® approach being inside in the classroom. Lastly, I reviewed the

memorandum from DepEd (DepEd Memorandum 2010, no. 186). Despite the changes

from the original plan during the proposal, I believed to have gathered substantial

information for her study and felt assured that the three data-gathering instruments made

a good triangulation for a more balanced study.

Research-Gathering Procedure

The researcher-gathering procedure included: First, I personally went to the

schools and asked for permission to the administrators, teachers and students (See

Appendices B, C, and D). Since the research involved some minors, parental permission

was necessary for those interviews. The letters for students, teachers and administrators

were returned with their signature and have been kept privately for confidentiality. The

response of the administrators, teacher-in-charge, and curriculum officer from DepEd

were included in the Appendix (See Appendix O).

Second, the research involved three research-gathering procedures for the purpose

of triangulation. I conducted an individually-group interview with the students from

ACNTS and ANHS. A one-on-one interview was conducted with the teachers from

ACNTS and MHS and an individual-group interview was conducted with teachers from

ANHS. A one-on-one interview with the administrator from ANHS. For the administrator

from NA, the interview guide was answered as a questionnaire (interview guide) and

returned through Facebook. A phone call and questionnaire was answered and sent

through email for the curriculum official from DepEd; a one-time observation was done

in one class at MHS; and DepEd memorandum documents were reviewed.

Third, with the permission of the participants, I took notes during the interviews

and the unplanned observation. The interview rose out of the suggestion of the teacher-in-

charge who was being interviewed at the time. The interviews were also audio-taped to

ensure documentation with the permission of the participants.

Fifteen respondents represented four different high schools and one respondent

represented the Philippine Department Education Department in the Philippines. Six

interviews were conducted with the Trade School in Angeles, Pampanga. Another seven

were conducted at the High School in Tanay, Rizal. One interview and one class

observation was conducted in Makati at the High School. Another interview was

conducted through the phone and via email (DepEd Official). The last interview was

conducted through Facebook (A-NA). The interviews were conducted in different

schedules. Fourteen of the participants responded verbally while the other two responded

verbally, but also mainly in writing. A pilot test for the tool was not done.

A one-one interview happened to the teachers from ACNTS, MHS and

administrators of ANHS and NA. A focus group interview format was conducted with the

students both in ACNTS and ANHS and with the teachers of ANHS. The good thing

about individual interviews is that the respondents' answers to the questions would be on

their own and not influenced by others, but also its weakness could be they would forget

some important things that happened on the implementation of UbD. On the other hand,

in the focus group interview, respondents though they are entitled to their own responses,

yet their opinion might be influenced to a certain degree by one another. Nevertheless, they complement and validate each other's answer stating the words, "just like what he or she said…" The anticipated weakness of the focus group interview is that it could be that the respondents would just depend on another's answer and not recall or think as much as they should. Their answers may not be completely their own as they are supposed to be.

Data Gathering Instruments

The data were gathered using the following instruments:

First, since this is a qualitative study, the main instrument used was interview. Semi-structured interview questions were used during the interviews (See Appendices H, I, and J). The interview focused on ways UbD made an impact in the teaching strategies of teachers and the development of the learning of the students. I prepared a guide question for the interview but follow-up questions were utilized to explore more for the clarity of some of the responses.

Second, I observed a Values Education class for the hands-on implementation of UbD in the teacher's teaching and the students' learning. The observation lasted for an hour. I took notes during the observation.

Third, I reviewed DepEd memorandum that were issued to all the schools for a "National Education Conference on UbD" (DepEd Memorandum No. 431, s. 2009).

Treatment of Data

I took notes and audio-taped all interviews. Taking notes was also done during the observation. The audio-taped interviews, which were a combination of Hiligaynon, Tagalog and English, were transcribed and translated into English.

I reviewed and analyzed the gathered information carefully with consistent attention to the UbD® six facets of understanding. Next, the coding of the data of each category were labeled for easier data classification and it was then analyzed in MAXQDA v.10. Crucial elements of the six facets of understanding of UbD were determined. Lastly, I identified the key ideas and integrated the data according to the sub-problems. The data was presented in a narrative approach in agreement with Silverman when the writer says: "Narrative approach [should be used] to access various stories or narratives through which people describe their world" (Silverman, 154) and summarized the results of the interview. It was this treatment of the data that would best give the respondents' perspectives which was the goal of this research.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter focused on the presentation and interpretation of the data gathered. In chapter three, I laid out the plan to interview one administrator, three teachers and three alumni from each of three selected schools namely: Angeles City National Trade School (ACNTS), Makati High School (MHS), and Pines City National High School, Baguio (PCNHS). However, as mentioned in chapter three, there were changes that had happened. Now, this chapter focused on the presentation and interpretation of the data gathered from four actual schools that were used for the study and the curriculum department of the Department of Education. These schools are Angeles City National Trade School (ACNTS), Makati High School (MHS), Aldea National High School (ANHS), and Nazarene Academy (NA). ACNTS and MHS were one of the thirty-three schools in the Philippines who had been using UbD® framework for at least two years before the implementation of K to 12 in 2015. [It was earlier noted that only twenty-two of the original Pilot Schools used the framework for the required two years. ACNTS and MHS were two of the twenty-two schools that did use it the whole two years.]

The information in this chapter was gathered through in-depth and open-ended questions. These questions revealed the impact of Understanding by Design® Framework (UbD®) upon the four selected high schools in the Philippines. I went to the selected schools for interviews with the respondents. The interviews were done using a

combination of Hiligaynon, Tagalog and English. I translated most of the interview

transcript into English. The data in this chapter is presented in a narrative-style report. It

was divided into four categories of respondents: a) Students b) Teachers c)

Administrators; and d) one Curriculum Officer from Department of Education.

There was also an observation made in a UbD® classroom which will be

reported as well. The interview of an additional administrator (A-NA) was added after

there was only one other administrator's perspective available from the three originally

selected schools. The Nazarene Academy is a private school which has used UbD® for

over two years and still using it. The interview of the DepEd official was added after the

school interviews revealed the instruction that the UbD® framework was embedded in

the new K-12 curriculum which had been implemented nationwide.

Demographic Characteristics of the Participants

Sixteen people (as individuals) and one class participated in this research which

comprises different respondents like learners (6), facilitators (6), teacher-in-charge (1),

administrators (2), and DepEd official (1). Not all of them came from different places.

Six of them (3 learners and 3 facilitators) live in Angeles, Pampanga. Seven of them (3

learners, 3 facilitators and 1 administrator) live in Tanay. One of them (1 teacher-in-

charge) lives in Makati City. Another administrator was from Angeles Pampanga, (but

from a different school than ACNTS).

The Demographic Characteristics of the Selected Students

Although the respondents are all high school students, they differ from each other in age, year level, personalities and even in their family backgrounds. In this manner, a broader perspective of the influence of UbD® was discovered. The following data about the respondents includes their age and their family background. It also includes the significant things in their family that made a contribution to who they are now and lastly, the ways of their education made a contribution in their lives to this very day.

Table 1: Age and Grade Level of the Respondents

	Age		Grade Level	
	ACNTS	ANHS	ACNTS	ANHS
L1	15	16	10th Grade	Incoming 1st year college student
L2	16	15	10th Grade	10th Grade
L3	15	15	10th Grade	10th Grade
*L – stands for Learners				

L1-ACNTS was fifteen years old, a tenth grade student. She has two other siblings. Her parents were both working. Her father worked as tricycle driver while her mother was involved in selling bags in the park near to their home. It was the sacrifice of their parents for them that made her strive to study more. She reported that her family had led her to the Lord. She also shared that the education she has received in the past did not only give her the information that she needed to learn but it also built her confidence as a person (L1-ACNTS 2015).

L2-ACNTS was sixteen years old, a tenth grade student. She has four other siblings. Her father worked as a tricycle driver. She says, "My mother devoted herself as a 'plain housewife.'" Her family has a meager income, so to her, if there was "no

scholarship, we could not study." They needed to study hard to maintain the grade so that

they would still be the recipient of the scholarship. Lastly, she affirmed that education

helped her so much. She learned from her teachers. She learned not only from the books,

but also from others. Throughout her upbringing, her personality was being built up (L2-

ACNTS 2015).

L3-ACNTS was fifteen years old, a tenth grade student. She was second among

four siblings. Her parents were both working. Her father worked in different jobs like

tricycle driver, mechanic and other jobs he could find while her mother worked abroad.

She wanted approval and appreciation from her family. Gaining a sense of value from her

family is what motivated her to study very hard, so that she would have something to

prove to herself and to people around her. To her, education helped her communicate

with other people. It has built her skill in speech and also it has helped her in building up

herself (L3-ACNTS 2015).

L1-ANHS was the eldest of two siblings. He recently graduated from ANHS and

now he was an incoming first year college student. To him, his high school learning has

taught him to see the course that he would take in college. He added that it also taught

him to realize and discover what he could do (L1-ANHS 2015).

L2-ANHS was the eldest of three siblings. She was entering her fourth year of

high school. She shared that her education helped her develop her hobby and skill in

cooking. Also, she said that her teachers guided her and taught her the right way in life

and the right process to do it (L2-ANHS 2015). L3-ANHS was the eldest of three

siblings. He shared that his education is very important to him because it helped him

communicate and meet other people and it made him learn to negotiate to the course that he wanted to get (L3-ANHS 2015).

The Demographic Characteristics of the Selected Teachers

F1-ACNTS has been teaching Physics for twenty-one years. He has taught in ACNTS for almost nineteen years. He graduated in his elementary education in Angeles Elementary School and he graduated in ACNTS in his secondary education. He was an alumni of ACNTS. He graduated in Western Visayas State University for his Bachelor of Science in Education with the Major in Physics. He was one of the first batch of students who took LET (Licensure Examination for Teachers) in the year 1994. He shared that his father was an authoritative and a disciplinarian-type father. His father imposed upon them to prioritize their studies. The simple living they were brought up in has made him live in humility so that even in his teaching he has applied that principle. His father spent time with the four of them. The attributes he got from his father (authoritative, disciplinarian, humility, and spending time) guided his life as a teacher in his relationships with his students and fellow teachers and because of that he gained respect. He also claimed that spending time with his students has brought him a good teacher student-relationship that in the classroom he was their teacher, but in the football field he could be their friend and playmate. He shared that one of the significant things that had happened to his life as a teacher was during his first year in teaching, he was twenty-one at that time. Some of his students were older than him; and in fact he had this one student who was twenty-two years old. This student was an irregular third year student who happened to do reckless things in school. With his help as a teacher, this student became a candidate for a conditional high school graduation. Also, he shared that his achievements were

accomplishing the teaching demonstration though he was unprepared for the renewal of his contract to the school, it was on-the-spot. Lastly, he said that he still got good test results even though he did not review (F1-ACNTS 2015).

F2-ACNTS was married to a pastor. She reported that she was saved after high school. She has three daughters and their family has gone to Maranatha church. She revealed that her husband was very supportive of her and they both loved and valued education. She disclosed to me that as a teacher, significant things had been happening to her through her career. She shared that what mattered the most to her was to see her students graduating and when meeting them along the way and later on, she heard them say, "Thank you teacher… did you remember that you taught me this or that, … you have taught me that…?" (F2-ACNTS 2015).

F3-ACNTS has been teaching students in a Filipino class for a long time. She was one of the teachers in the pilot class when UbD® was into test in their school. To her, one of her greatest achievements as a teacher was during the time she was a facilitator in UbD®. To her, seeing her students became creative and participating in class more than they did before was such a joy to her. She could not forget the time that her students recorded a sound drama and the result was just as if it were the real thing (F3-ACNTS 2015).

F1-ANHS was thirty years old. She is not married yet. She was a graduate in biology and works in ANHS as a substitute teacher. She claimed that her family had taught her to be independent and honest and that was what she has become. As a teacher, she was teaching her students in mathematics which was not her major subject. She has

been teaching in six classes in addition to her advisory class which has been difficult because it was her first time also to be an adviser (F1-ANHS 2015).

F2-ANHS was twenty-six years old. She is married and she has one daughter. She taught students in their high school English class. She has been involved in ANHS for already two years. Her family had taught her to be honest, self-reliant and independent of which according to her has proved to be important in her life now. She shared that the relationship with her students, which she referred to as her "children," has been was very important and significant to her as a facilitator of their learning (F2ANHS 2015).

F3-ANHS is thirty years old and she is single. She is a supplemental teacher in ANHS. Her major was in Technology and Livelihood Education (TLE). She has worked in ANHS for seven months. She credited her family for her being a better person now. She said that it was her family who led her closer to God; she added that her parents were members of the Couples of Christ Church (F3-ANHS 2015).

F1-MHS was the eldest among her siblings. She is married and has worked in MHS for many years already. Aside from teaching in MHS, she also taught in the graduate program in the University of Makati (UM). She has been a trainer of the Revised Secondary Education Curriculum (RSEC) and a trainer and pilot teacher with (UbD® based) when it was implemented in MHS. Also, she was a trainer of K-12 curriculum when it replaced UbD®. In addition, she authored books in Values Education through a private publishing company. She claimed that being the eldest in her family contributed so much to who she is now and she also reported that she influenced her younger siblings on how they achieved their goals. She declared that her greatest achievements and all the significant things that had happened into her life as a teacher

could all be attributed to her students who were the focus of her teaching (F1-MHS 2015).

Every teacher had a different view of the significant things in their teaching life. Some attributed it to themselves while others were focused on their students.

Demographic Characteristics of the Selected Administrators

A-ANHS is married. She has worked as a Teacher-in-Charge in ANHS for two years. She was very young when her father died. She claimed that she came from a poor family. The death of her father made her strong and courageous while she was growing up. She claimed that she achieved her degree on her own. She worked hard in her relative's house during her college years. As a teacher, she told about a wonderful experience. She said that she taught in China for four years – it was a wonderful and memorable journey for her that she hoped would happen again. According to her, that was the highlight in her teaching career. After she came back from China, she got her promotion as a principal in ANHS (A-ANHS 2015).

A-NA is married. He is the youngest of three siblings. His father is an ordained pastor and his mother is an educator. He grew up in a family who used to meet different kinds of people and both of his parents have background in teaching. He reiterated that he is not an education graduate though he was involved in teaching before in a university and in another school. He was a graduate of BS in Administration with a Major in Finance and Management Accounting, then he received a Master in Business Management, and a Ph.D. in Management. In the year 2007, he took over the administrative post at Nazarene Academy. By then, he knew that he had developed his

passion for teaching. He loved the old school approach to teaching, in which it was usually done in an expository manner. In the classroom, he stressed that he was very meticulous and strict and he is the master of the room. He also declared that he is 99% on time and if he was not, then he was 99% absent (A-NA 2016).

Demographic Information of the Department of Education Curriculum Official

C.O.-DepEd has worked in the Department of Education for many years. Currently, she is the Senior Education Program Specialist (SEPS) in the Curriculum Development Division (CDD) in the Bureau of Secondary Education (BSE).

The Ways in Which Understanding by Design® Framework (UbD®) Brought Transformation upon the Selected High Schools in the Philippines

Education in the Philippine setting is very important. It was once regarded as "wealth" that money could not surpass. The Philippine Department of Education has been intentional in the curriculum that it has implemented in every school, especially in the public school of which the government has the total control. Education from grade school until high school is affordable. For the past decades, the curriculum in the Philippines was regarded by everyone and could be best described as "traditional and teacher-centered." The teacher has the authority in the classroom. Based on my experience since elementary throughout my college years, the voice of the teacher was once a more powerful one than that of the parents to the students. The Philippines produced thousands of graduates through the lens of traditional and teacher-centered curriculum. However, it did not end there. In these past recent years, Philippine education has adopted ideologies that were proven successful in other parts of the world. UbD® as a planning framework came into view more than six years ago and it was implemented into 33 pilot schools all

over the Philippines. Though UbD® did not stay for long, it was still regarded as the

"shadow of the K-12 curriculum" (F1-MHS 2015). Hence, the K-12 curriculum that is

being used now in all schools in the Philippines adopted Wiggins and McTighe (founders

of UbD®) six facets of understanding. In a phone call with C.O.-DepED, she pointed out

that though the law is still silent about it, yet in the K-12 curriculum that the Philippine

Department of Education has implemented nation-wide, they have adopted significant

sections of the six facets of understanding in UbD® (C.O.-DepED 2015).

The next section will be the presentation of the data from the interview reports

from the students of ACNTS and ANHS. The respondents were in a group, but they were

interviewed individually.

Category IA: Learners' Perspective of their Experience at School

As embedded in its curriculum framework, UbD® was expected to be an aid to

help teachers do good planning with a good design preparing for both short term and long

term goals. For me, the school together with its administrators and teachers should

consider learners as the overall reason of its existence, that in everything they would do it

would be a learner-friendly school.

UbD® affects in the Development of the Learning of the Students.

UbD® affect in some ways in the development of the learning of the students. In

UbD®, coming to school produces different emotions to the students than it was before.

Also, the school plays a great importance in the lives of the learners. Not only that UbD®

affected the students individually but also it was noted by the students teachers assisted in

in their learning. Lastly, in UbD®, teachers explained the purpose of the particular

lessons and their structural elements in a creative way.

First, under UbD®, coming to school produces different emotions than before.

By way of summary, most of the learners from the two different schools where they were interviewed, when asked about their feelings toward school stated that the thought of going to school produced different kinds of emotions. Most reported being excited and happy while others were scared and others were lazy, as can be seen from the comments to be reported in this section. During the semi-structured interviews conducted with the individual students, the students were asked: How did you feel about coming to school to learn? Why? Can you tell me? This referred to the time period when UbD® was being exclusively utilized.

L1-ACNTS stated that some teachers always gave them something to do, activities that had really made them think. She said that the thought of going to school made her happy, not only because of schooling, but also she could enjoy it with her friends. "It's not self-centered only because when at school, if your seat mate does not understand you could help her or him. It was vice versa and if you do not understand then your seat mate could help you too" (L1-ACNTS 2015).

To L2-ACNTS the thought of going to school made her happy but she admitted that when it was raining she became lazy. However, she said, "but I have to go to school, in school so that I could learn many things. To me, when I learn from school, I could apply to myself what my teachers taught us and also from friends. Even in recess we talked about it, and even it is not break time" (L2-ACNTS 2015).

L3-ACNTS said that her thoughts of going to school were, "I'm lazy. Actually I do not hate school, I like to study but it is just that I don't want to wake up very early. Our class is 7:00am. I have to wake up at 4:00am. My mother is an Overseas Filipino

Worker (OFW), I need to prepare and ready the things that me and my other siblings need for school, like preparing our breakfast and lunch.. We need to set everything. Then I go to school. When I arrived to school and my mind was set in studying, I also enjoy especially when it is already my favorite part. I love reporting" (L3-ACNTS 2015).

Students from the other school seemed to also have something significant in their answers for the same question. For the students from ALDEA going to school was far more than just learning.

L1-ANHS said, "I was scared because we met new students but also excited because we will learn new more things. Very happy because I met my friends again" (L1-ANHS 2015).

For L2-ANHS, "I become lazy and sometimes excited looking forward to the new learnings we could have. Lazy because when Saturday and Sunday come, my mind is only focused in homely things and responsibilities" (L2-ANHS 2015).

And lastly for L3-ANHS, "For the first day of school, I was very excited because we met new friends, new classmates but in the middle of the year became lazy, but became excited again through the teachings of our teachers" (L3-ANHS 2015).

To sum up all the responses from the learners during the time that UbD® has contributed in the planning and the strategy of the facilitators as they connected to the learners, the students have generally reported being excited and looking forward to coming to school despite their different negative personal situations.

While analyzing the summary of the latter category listed above, I have observed a connection to the respondents feeling of coming to school and to the reason of that feeling. Their emotions are the response to the stimuli. In other words, there are possible

reasons for most of the feelings the learners had on the thought of coming to school and it was be different from each other.

One of the ways in which to look for this was to review and observe what emotion is strong to them that comes out in the interview transcripts using MAXQDA Dictionary (10.0) software program. This MAXDictio Coder counts the frequency the category appears in the text. The coded categories are listed beneath Figure 2 (see below). The chart below provides a visual presentation of the frequency the coded category appeared in the learners' response.
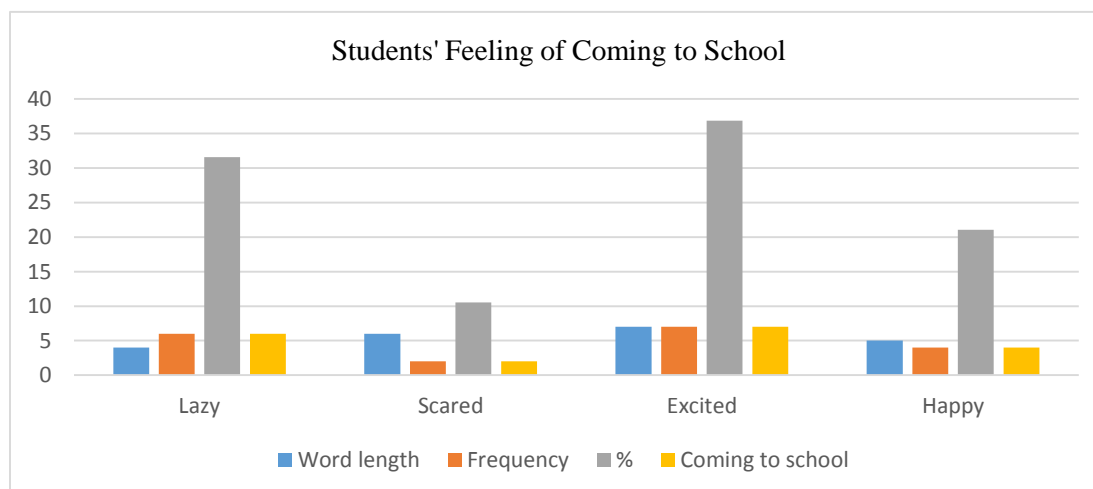
Figure 2 – Frequency of Respondents' Particular Feeling in the Interview Data

Also, below is the table presenting the summary of the mentioned respondents' emotions mentioned previously along with the reason/s behind each emotion.

Table 2: Respondents' Emotions and its Reasons Summary

Feeling	Lazy	Scared	Excited	Happy
Reasons:	- weather condition - too early to wake up	- meet new friends	- learn new things/new learnings - meet new friends - through teaching of our Teachers	- activities to think and to do - just the thought of school - meet new friends

The table presentation gives a summary of the learners' response on their feeling

concerning the thought of coming to school. These two presentations are not statistical,

but rather descriptive. It is important to note here that the interview data corresponds with

the subset of the statement of problem. This data is very significant as one of the factors

in the development of the learning of the students. It relates to how much the student did

or did not enjoy and did or did not apply themselves during UbD® compared to before.

The second effect of UbD is: Under the UbD®, the school has great importance in the

lives of the learners.

It has been said that learning is best and more acquired outside the classroom; that

learning is not only confined to the four walls of the classroom. However, when the

learners were asked this question: "What do you think is the importance of school in your

learning?" then all of them gave outstanding responses that were more than what I expected to hear.

L1-ACNTS strongly affirmed that school is very important to her. She said, "School is where we come. Normally, if there is no school, we can't study. Trade is a blessing to us because less expense but we learned so much especially with the skills. "Maganda ang tinuturo" (they teach good things) (L1-ACNTS 2015). L1-ACNTS added that the school also helped them with values. She also said that, "if there no Trade, no one could help her to develop her values. Its' okay to study at home but it is really different if you have a teacher or a school that will organize everything." With this statement it seemed that learners could learn on their own, yet the role of the school to the learners is very significant to them.

For L2-ACNTS, if there is no school she does not know how she could study. To her the Trade School has developed her skills. "In TLE (Technology and Livelihood Education), I choose computer shop, I learned many things about computer so I could apply it in college. I could take computer engineering. Because I already knew something about it because that's what they enhanced in me." She said that the guidance of her teachers were very important to her in the process of her learning.

To L3-ACNTS, school was very important. She stated that it was not only what the teachers taught her, but in school she learned in reality what "pakikipagkapwa" (relationship with other people) is. In school she learned about communicating with other people, how to respect and how to adjust (especially when you belong to different environments). "It is also different that you come to school because you have certificates to prove that you graduated in school. If you only do self-study you have no proof to

others that you know such things and you can do it because you have no physical strong evidence like certificates" (L3-ACNTS 2015).

While others viewed school with different perspectives, for L1-ANHS school was very important to him because for him only the school could help him reach his goals. The same was true with L2-ANHS, who said that, "if we will just continue on learning, we could reach our goals when the day comes." To L3-ANHS, coming to school was very important because it gave him the opportunity, helped him to find himself and his identity, and helped him find the course that he wanted to take. Also he said that it "add more to the lessons that he has already learned." L3-ANHS added that to him school was very important because of this particular reason: "in school there is a focus of teaching. At home, I became lazy because I faced T.V.; it was boring, but in school I face notebook, blackboard and there was 'bonding' in school. During break time, we had bonding and also we have bonding with our teachers; they also became our friends."

Based with these learners' responses, I could say that school was more than the word "institution." School was a necessity to these learners. For them, the school is a place where they learn, a place where their skills are being developed, a place that their relationship to other people is being developed, a place that gives them an opportunity, a place that helps them to find themselves and their identity and also help them find what they wanted to do in their lives. To close this section, under UbD® the school seems to play significant roles in the development of the students' learning and it would be not possible without the teachers who guide the students.

The third effect of UbD is: Under UbD®, teachers (facilitators) assisted in the learning of the students.

In the traditional curriculum, the teacher lectures and allows the students to write what was written on the board. Teachers gave assignments, gave quizzes as assessments, and projects as an activity (sometimes reporting, too). It was interesting to note that during these years there was a lot of improvement that happened in Philippine education and with the curriculum's impact upon the students. When asked this question about the UbD® time period: "what did your teachers do to assist in your learning?" L1-ACNTS said that "our teachers do not let us depend on the book." She also said that when they gave activities, sometimes they did it in school. Most of them were given individual tasks to do, students reporting or doing things or delivering lessons, and it helped them greatly in boosting their self-confidence. L2-ACNTS answered through giving an example in their Filipino class, "We talked about our rights in education, also about child labor." Discussing topics that are related to real life made the students understand better what their lesson meant. "Actually, it was us who were reporting. We have to experience reporting in front. We could not repeat what was being said already. It was for our confidence to be developed so that for college we know how to discuss. They just guide us to widen our understanding and knowledge" (L2-ACNTS 2015).

This gives another meaning to assisting in the learning of the students. To assist is to give the learners the chance to learn by themselves and discover new ideas and get answers to their questions together with their teachers as they had discussed in class. L3-ACNTS expressed that their teacher assisted in their learning through guiding and helping them. "When we report, they do not tell us that directly especially when we say something that is wrong or not the right thing. They explained to us that our opinion is not necessarily right because it is our opinion. But also they explained to us that maybe

this one is nearer or right. Like they explained to us which is right without saying that we are wrong." L1-ANHS said that in difficult subjects which he does not understand, he could come to them and ask for help. "Just like when I was in my fourth year, I had my doubts but then they helped me to understand and learn from the lessons. To L2-ANHS, repeating lessons so that we could understand was an assistance in their process of learning. "Also, we review our previous lessons so that when the next year school year comes, we will not forget what we have learned in the past year. Our teacher is not just a teacher, but like our mothers too."

To provide a visual depiction for what was going on in the learners' responses concerning how their teachers assisted them in their learning, I used MAXQDA (10.0 version) for analyzing the transcript using its program MAXmaps Once-Case Model. The document (which was the interview transcript) was the focus.
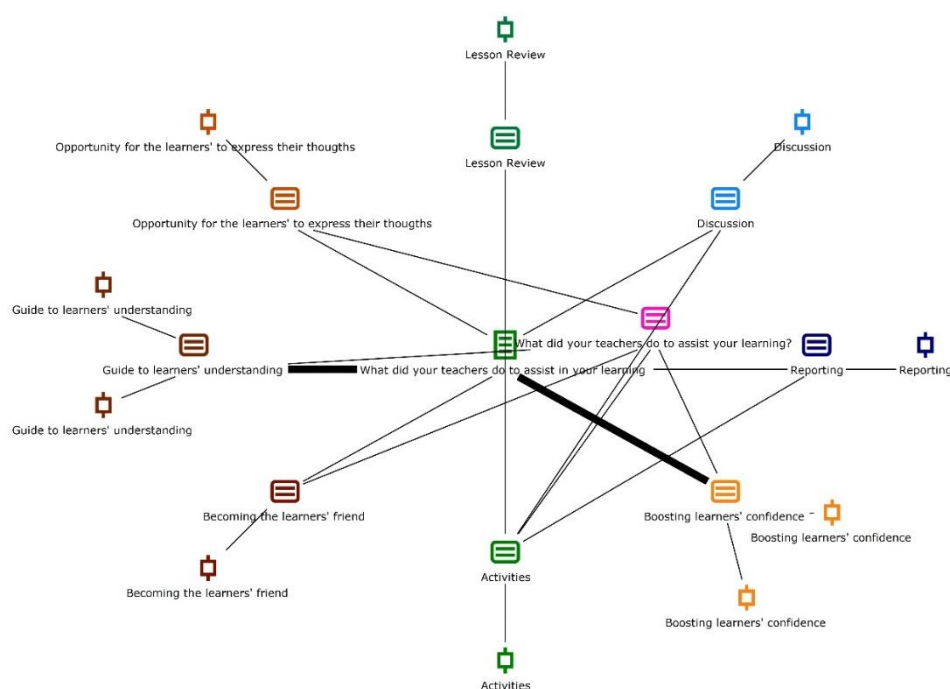

Figure 3 – Appearance Frequency of Code Segments in the Document

The document was in the middle and it was connected to the code segments that were present in the document. We could see how often the code appeared on the document based on the thickness of the line. We could notice that the two thick lines were in the codes: "Guide to learners' understanding" and "Boosting learners' confidence." It is interesting to note that these two things stand out most in the learners' thoughts in their experience in the classroom. We could see that learners' experience says that their teachers are "guides" and because of what their teachers did they could note that it "boosts their confidence." It is important to note that to learners' it is not the strategies of the teachers that impact their lives, but rather it is how the strategies relate to them and the life-long effect of it.

Lastly, UbD® affects teachers as they explained the purpose of particular lessons and its structural elements in different creative way (reported during UbD® implementation).

L1-ACNTS answered this question (How did your teachers explain to you the purpose of the particular lessons and their structural elements?) by picking an example lesson from her Science and Math class. She explained that the topic was about plate tectonics. "They just do not focus on the movements and plate tectonics, but also tells us how it would help us in real life. They help us understand what to do when earthquake comes. "In math, the topic is polynomials and how it applies in life. Basically, when you learn something about it you could use it in engineering," (L1-ACNTS 2015).

L2-ACNTS said that reporting was what they usually did. Sometimes there were tests. For reporting, she stated that their self-confidence was being developed. "In the shop, it's an actual work. Trouble shooting computers, they only observe how we do it if

we are doing it in the right things and they teach us about the parts of the computer that we do not know or master yet" (L2-ACNTS 2015).

L3-ACNTS has observed that, before their class started or after, their teachers would always explain, "they have different techniques, sometimes they explained first why it is important and sometimes after the lesson. Just like in AP (Araling Panlipunan or Social Studies). Why do we have to memorize the rights in AP? Not only to know our rights but to enhance our skills in memorization. Why do we have to solve problems and equations in mathematics? It is not because we have to solve every day, but to enhance our thinking skills in solving life's particular problems" (L3-ACNTS 2015).

To L1-ANHS, sometimes there were lessons that were too hard to understand and sometimes it was easy to understand, too (L1-ANHS 2015).

L2-ANHS said they were encouraged to study more about ancient things and even the history of our ancestors - that was in history. However for L3-ANHS it was more on the relationship, "the bonding is very important. Our teachers are our friends and like our mothers. We are not afraid to speak or to commit mistakes when we answer" (L2-ANHS 2015).

Below is a MAXmap visual presentation that summarizes the learners' response. The students do not know very much about the UbD and they were not prepped by teachers before answering, so their answers should be fairly reliable. Based on the map, I could state that for the learners it was not the tests or exams, nor mainly through the activities, that made them understand the purpose of the particular lessons their teachers taught them during that time period, but rather it was through the application of and reflecting on lessons in real life. We could see here that even though tests/exams,

explanations and teacher-student relationship might have a smaller impact, they are still also important.
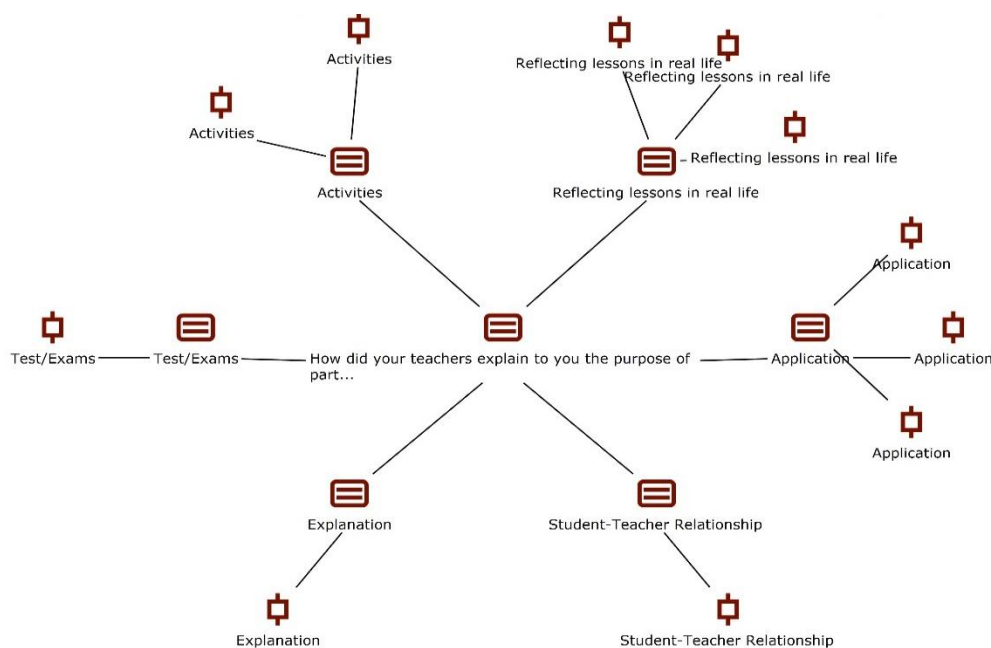

Figure 4 – Ways Teachers Explain the Purpose of Particular Lessons

UbD® affect on the understanding of where the students are heading and the reason why they are going there.

In this section, the learners' aspirations and goals in life will be presented. Next, ways UbD® has affected on the understanding of where the students are heading and the reason why they are going there will presented on how it affected in realizing the learners' aspirations and goals in life. Also, I will share how the students perceived the status in realizing their goals and the key people who motivated the goals that they wanted to reach. Lastly, the effect of the implementation of UbD® in the realization of the students' goal will be dealt with.

First: The learners' aspirations and goals in life.

L1-ACNTS shared that she wanted to help her parents. She dreamed to give them a beautiful home (house) someday. She wanted to be successful in life. Also, for the future

she wanted to build her personality, "yung nakamit mo na yung ikaw" (to reach who she is). In the church, they share the Word and she wanted God to use her in whatever God wants her to do and wherever He wanted her to go. She wanted to follow Him and go to other places and tell them about God: to be a missionary – "I'm praying for it: to people and to help other people and join in charity to help. It is not making yourself rich for your own sake, but to help others, too so that I could repay what my parents or family members did to me" (L1-ACNTS 2015).

L2-ACNTS expressed that she wanted to be in the police force. "I like reading books about crime. It feels like good if you could help and finish a mission or crime problems. I also like computer engineering because here in Trade they taught us how to use computer. I also aim to help my parents and get them out from poverty. That's my first aim. I dream to give them a good life. They sacrificed so much. To serve them in the future" (L2-ACNTS 2015).

L3-ACNTS was different. She sadly stated that she does not want or dream to be successful. All that she wanted to do is to prove herself especially first to her family, to people around her and to God and to herself. "If you will ask me, I have lots of ambitions in life. After high school, my father said I could go to one of the Flight Attendant's schools here in the Philippines. I could be a working student and try to be in the school to be a stewardess" (L3-ACNTS 2015).

For now L1-ANHS wanted to be an electrical engineer. "I will prioritize my studies. To finish it and get work that I wanted to lift my family from poverty" (L1-ANHS 2015). That is what he wants to do in his life.

L2-ANHS wanted to finish her studies, find a good job and also to bring out her family from poverty. "Before I doubt which to take, Hotel and Restaurant Management (HRM) or Nursing but now I wanted to take Nursing because if I will take Nursing there are opportunities that I could get work to other countries" (L2-ANHS 2015).

Similar with L2-ANHS, L3-ANHS wanted to study and find a good work to bring out his family from poverty. He wanted to take auto-diesel. Since he was a child, that's what he wanted to do. "My father has a shop and I dreamed to be like my dad. Someday, I wanted to establish a shop, too." Below is a picture summary of what are the reasons behind what the students wanted to do in their lives. We could see here that these learners have a dignified purpose of what they wanted to be in their lives. What they wanted to do was based on their reflections in real life. Their goals are not something made up of just a theory but rather they come from real-story events in their lives.
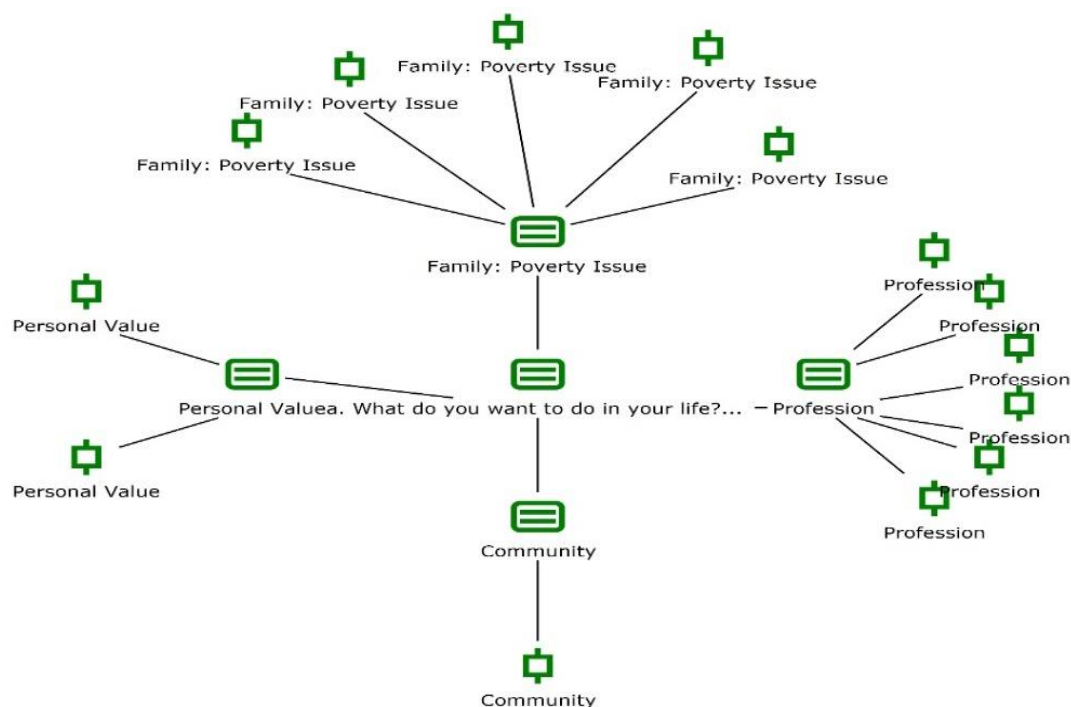
Figure 5– Motivation of What the Students Wanted to Do in Their Lives

It is evident that UbD® curriculum framework was helpful to the students in establishing goals related to certain areas: professions (6), family/poverty issues (5), personal values (2) and community (1).

Second: The reasons for the learners' goals and aspirations in life (as reported in connection with UbD® implementation).

L1-ACNTS was inspired by her parents, "when I see my parents and see their sacrifices. Just like for us, three of us are studying. My father is a tricycle driver, he doesn't have much income. My mother is also working. It's valuing what you want to return to your parents with all their sacrifices." Also, her parents' teachings were of great help to her, that she should finish her studies first. "Just like if you'll get married at 14 years old then what will happen of you?" she said that her parents had asked her this.

L2-ACNTS reported that her parents, friends, God, and teachers were significant in the formation of her goals. "My parents are my strength why I go to school. If not because of them, I would not be here and would not learn. My friends, I could talk to them when I could not share it my parents when I did stupid things. My teachers, if not because of them I would not learn anything. Without them there would be no engineering, or other professions. And God, of course; he should be the center of everything. I get my strength from Him when I can't do it anymore."

L3-ACNTS was strongly inspired by the goal of proving herself, "to prove of myself because ever since I was compared to my sister. Ever since I was compared by everyone around me. Ever since I did not hear my father and mother that they are proud of me. That's why I am a worth child. I want to prove to them that I am a child that they can be proud of. I want to prove something to people around me because my self-

confidence now is very low. Now, slowly I am enlightened. Also, I wanted to be a lawyer with all these crimes that I see around me. I want to help them especially those who experience unjustifiable things. Also, I need to see the factors if I could do it. I come up to take Mass Communication too, but it seems dangerous. Also, to be a stewardess. To travel around the world."

L1-ANHS liked the course that he will be taking because of its benefit to him, it could give him a good job. To him, his basis is: "choosing what my heart speaks. It's very important that I am happy with this."

To L2-ANHS, it's from her family line, "I wanted to follow my grandmother's advocacy."

For L3-ANHS, "it is my dad."

It is very interesting to hear different responses from the students. Each of them have amazing rationale behind what they wanted to do in their lives and who or what had most influenced them to develop their goals.

Third: The learners' status in realizing their goals.

One of the six facets of understanding in the UbD® framework is the "self-knowledge" that addresses how learners examine their life and reflect on what they have learned in reality. We could see in this section that learners testify that education under the UbD® framework had helped them to assess where they were now in realizing the goals that they have in their lives. If I would look back in my own experience in our previous curriculum, I've never thought like the way they did now. When asked the question: "How far are you now in realizing your goals?" respondents gave answers that amazed me as a researcher. L1-ACNTS thinks that maybe her goal is serving God and

also improving her personality and self-confidence. L2-ACNTS has a different view of this than others, "I also want to be a leader. Like to be a missionary. Also I accomplish I am in the top of class. Also, I like to have gadgets like speakers that my uncle sent if I am on the top. To get those speakers is my inspiration." L3-ACNTS was very serious. She said that maybe by now she could say that she is very far along toward reaching her goals. "First of all, I am not yet sure that I could be accepted. Second, in proving of myself, just lately I've realized that I should not show to them what they think of me. I just started now to prove myself." L1-ANHS repeated that he is, "still very far." L2-ANHS declared, "still in 1%" while L3-ANHS said that he was still starting.

Fourth: The key people who motivated the learners in the goals that they wanted to reach. The answer to this question for L1-ACNTS was friends, family and teachers (who become more than teachers to her but friends, too). "Like Sir Glenn, Sir Dee. They helped us a lot. Our mentor, Ate Ann, Ate MJ, Ate Lexie and other people around me. They also serve my inspiration. Example seeing a beggar, I wanted to help them so they become my inspiration to force me reach my dreams. With my family, when I remember their sacrifices. When they gave us 'sermons' like study well. They visualize what are we going to do or future when we were already working. It feels good to look forward that I already have work. For my friend, same age, I could talk to them. It feels comfortable to talk to them. I could share my problems. I could cry and they only laugh at me. But it's good that they are not kind of friends who will tell me to use drugs or marijuana." L2-ACNTS did not respond in this question.

L3-ACNTS said it was her parents and family, "because I want to prove something to them. I want them to be proud of me. I want to let them know that they

should not belittle me even though I'm already very little because though I am like this I also feel that there is something I could do." Also her friends have motivated her because she saw their sacrifice. They have ambitions; she got jealous of them so she decided to have her own ambitions, too. She felt that it was only her who was left and who did not have any personal goals. "It was been said that what you see in your environment, you cope with it" (L3-ACNTS 2015). She reported that her teachers also helped her, especially her EsP teachers (Edukasyon sa Pagkatao, in English, Values Education). She remembered the time that they were having an activity and all of them were asked what their plans were in their lives. "I don't have plans before. My paper was always blank. When I knew God, I've realized too that I could reach something in my life."

L1-ANHS shared that it was his grandfather who encouraged him. He said that he has been thinking of about it and his teachers helped him, too. "I also asked them what is a good course; they told me that engineering. It is good with good salary." So now he has already decided. L2-ANHS expressed that her family and grandmother had influenced her who was a nurse too. She said that they did not want her to suffer and experience the poverty that they experienced and they wanted her to finish her studies. L3-ANHS said that first it was his father because they share in the same interest. His father told him that though he himself did not finish that dream, he was passing that dream and ambition that he has (that livelihood and shop) to him, "so I will give the honor to him."

Fifth: Under UbD® implementation learners affirmed that high school learning has something to do in the realization of their goals.

L1-ACNTS said that high school made her realize what she wanted to be. Before, she said that what she saw on television was what she wanted. Now, she likes math in

high school. "Before I wanted to be a lawyer, but I am not sure if I could defend for them. My aunt wants me to be a chemical engineer. To be a missionary because it was in my high school that I met God."

L2-ACNTS shared that her dream is related to her computer skills. She said that high school is enhancing her skills. School reporting is too, so she feels that she needs to study more. "High school life is a happy experience with challenge. Before in elementary, we come to school at 7:00am and go home at 12:00pm but now it's already nine hours in school. We learned a lot. I learned to fix myself before I really don't know to keep myself presentable. Also, my teachers said that they are learning from us, too."

While in high school L3-ACNTS started to do reporting. She realized that it was something she wanted to do in her life. "In my high school learning, I've realized that this is something to do" (L3-ACNTS 2015). L1-ANHS was strongly certain when he gave this statement, "learning in high school has connection to what course I choose to pursue" (L1-ANHS 2015). L2-ANHS stated, "yes, science, biology, math. I connect it to the works for nursing. I learned about the parts of the body" (L2-ANHS 2015).

Will Richardson once said, "Real learning that sticks is about allowing students to pursue their interests in the context of curriculum," he also suggested that learning "should have an authentic place in the world, that it should be shared to the world" (Richardson 2013, 14). In my judgment he was right when he said that and it is relevant to this study. I could affirm that what he said supported by the declarations of the learners on how their learnings at school affected their realization of what they are going to do in their lives. The learners do not just come to school to be fed tons of information, but rather to be taught to face the real world.

UbD® affects on the students' participation in activities and on engaging and hooking their interest and imagination.

In this section presents how UbD® affect on the students' participation and on engaging and hooking their interest and imagination. In a UbD® classroom, teachers helped students learn actively; teachers were innovative thinkers in making the learners interested in class; teachers gave students numerous ways to demonstrate their understanding of the lessons; and students were given ways and opportunities that they could explain and interpret the principles they have learned. Thus, each will be discussed one by one.

First: Teachers helped students learn actively. Sheryll Terrell in her article expressed that student learning is enhanced when teachers are humorous. She added that, "laughing with students can help them connect on a deeper level with you and the learning" (Terrell 2013, 6). I believe she was right. When asked, "How did your teacher help you learn actively," the learners responded joyfully and enthusiastically. Some gave evidence in their answers that are consistent with her quote. Other ways that teachers help the students to learn actively during the UbD® implementation were also highlighted.

L1-ACNTS said that her teachers were very friendly and that though sometimes the students' answer was wrong, their teachers still encouraged them to speak to strengthen their confidence. L2-ACNTS stressed that sometimes they made them interested in class through jokes. They would say, "Why you did not laugh? That was a joke." To L3-ACNTS, it was required for them to report or to study, but after a few times she learned it on her own. L1-ANHS shared that his teacher (in math) would always talk first and tell jokes to wake them up and thereby energized them. When he realized that they were already ready he would slowly and by process teach them in a way that they

could understand. Others said that math is boring, but "our teacher does something to make us interested," L1-ANHS added. According to L2-ANHS, their teachers helped them to understand and learn their lessons. "They make activities for us to memorize the ideas and also there is a graded recitations. Also projects that connects to the lessons given," she said. According to L3-ANHS, their teachers helped him through explaining the lessons to the best of their ability. He reported that they explained it through true stories. They connected it to what happened to them and to real life so that they could understand it more. "Sometimes, there are specific lessons that as a student, you could note as 'boring' but as facilitators of the students' learning, teachers could be humorous too or shall I say to be 'funny' and teach students meaningfully to hook their attention" (L3-ACNTS 2015).

Second: Teachers were innovative thinkers in making the learners interested in class. In this section, we attempt to see if the student answers to the interview question, "What are the things (under UbD®) your teacher did to make you interested in class?" support this title. One thing reported was the creation of a "lighter" environment.

Laughing with the students could lighten up the classroom environment. "Laughing with students can help them connect with you and the learning on a deeper level…the goal is to use humor to engage student, motivate them to explore the topic in a new light, alleviate their stress to help them focus on the learning, and make the connection that learning can be fun" (Terrell 2013).

L1-ACNTS shared that her teacher made them interested in class through games, jokes or sometimes energizers. "Others it is about their techniques in teaching." She gave an example of their reporting activity. She stated that their teachers made them very tired,

but, while they need to finish, they enjoyed it at the same time. L2-ACNTS said that

"teachers wants us to recite in class, not only one in the class, but all of us. They tried to

get our attention and connect with us "kinukuha ang loob naming" (they capture first our

attention and heart). L3-ACNTS shared that their teachers were making jokes and their

teachers also use energizers. Concerning the way her teachers talk or explain, she

preferred those with loud voices because she felt that they are also interested in the

lesson. For L1-ANHS, it was when they connected some lessons to real life, so that the

lesson becomes more interesting and so that the students could understand more and

would not get bored. L2-ANHS said her teachers did not make them bored. They did not

make them feel down, but rather they helped them to be up and made them realize that

they need to understand because someday they may need those things in order to be

successful. She stated that, "if we would not understand those, we might not be

successful." L3-ANHS said that, "when we are in the room it make it as if we are just

friends, but of course the respect for them is there. There is always a limitation. And we

are enjoying the class the more our minds are opened to learn more."

From these limited responses, some evidence seems to point to the fact that

through UbD® teachers were able to think more deeply and more creatively in hooking

the interest of their students as well as putting them at the center of learning.

Second: Under UbD®, Teachers gave students numerous ways to demonstrate their
understanding of the lessons.

Learners when given a chance could demonstrate what they have learned. Most of

these respondents were given a chance through recitation, reporting, and activities, but

not in the traditional way. Before recitation was more of memorizing the information

given or the definition while now the emphasis seems to be more on critical thinking.

These observations are supported by the following comments from the students who were interviewed. "During recitation, it is our opinion and our own thoughts and ideas. In tests, we could copy but not recitation," L1-ACNTS and L2-ACNTS said. L3-ACNTS loved reporting, "they only give us the key points and the rest we have to defend." She also named the essay writing, "not all could speak in front. No one could copy the essay writing. Through that activity the students could pour out their opinions and thoughts." To L1-ANHS, "sometimes they wrote something in a chart and they make us understand more and if we could not finish we have take-home activity and we review our lesson from weeks before so that we could not forget what we have learned." L2-ANHS was realistic, "they connect to real life the lesson that they gave us." While for L3-ANHS, the answer was more on activity, "we apply it in an actual activity. They allow us to do it so that it will not only be in our minds but also in doing it. Like in TLE, how to cook, not only in module but in doing it. In MAPEH (Music, Arts, Physical Education and Health) exercises and how to draw, to paint and also to play music instruments. They allow us to demonstrate through actions to know if we learned and also for us to learn more.

Fourth: Ways that students could explain and interpret the principles they have learned.

To be able to explain and interpret are the first two facets of understanding in the six facets of understanding in the Understanding by Design framework. This interview question addresses the two facets. "We apply in ourselves and at home. Example in Filipino there is a story and we will remember from the story the lesson gave us or its moral values like trust," L1-ACNTS declared. L2-ACNTS answered that, "through action not only at home but also with people. At home, we learn to talk to people in a way that they could not be hurt. In other place like with the beggars. They could help them

through giving food. Feeling sad for them but the same time fortunate that I could go to school." To L3-ACNTS it is very simple, "what we have learned and what do we need to enhance in our daily lives, it helps us to act or cope in daily situations." L1-ANHS valued the group activity and also graded recitation to evaluate if they have learned something or not. L2-ANHS stated that it was through quizzes, graded recitation and group activities to show if they have really understood what they taught. To L3-ANHS, we were asked to "put into action what we have learned." This last quote also shows that UbD® third facet of understanding (to apply) was also at work.

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UbD® affect as students reflect, revisit, revise, and rethink their knowledge and their growing understanding.

</div>

It was discovered in this study that UbD® has affected in some ways as students reflect, revisit, revise, and rethink their knowledge and their growing understanding. These effects were made possible when teachers were able to lead the learners reflect to their lessons; when teachers offered approaches to learning; and when teachers helped learners think more deeply on the lessons they were studying.

First, Teachers were able to lead the learners reflect to their lessons.

In presenting, execution of the lessons may not be an easy thing to do. To make the learners reflect on their lessons is a tough job that requires creativity and critical thinking on the part of the teachers. This section of the interview addressed the fourth facet of understanding in UbD® (to gain perspective). The answers also continue to show the effectiveness of the third facet (to apply) of UbD® framework. When asked of this question: "what are the things your teacher did to make you reflect on your lessons?" the respondents answered it insightfully and meaningfully. "They taught us the importance of the lessons. It's not only about the information, but how it could help in our daily lives,"

L1-ACNTS said. "Here in school it's not only studies, but Sir Glen taught us about God. He taught us how to respect. Give emphasis on that in life we should not settle here but we could do more and we should not focus in your weakness," that was according to L2-ACNTS. "They just don't explain the lesson, but also what else could we do in our lives and what we could do to reach our goals," L3-ACNTS said. "When they already taught it to us, when I go home, I could say to myself that 'Oh I learned something' and I'm excited what will I learn the next day," L1-ANHS declared. "Our teachers reviewed us about what we have learned. Before we go home and the first thing in the next class for the next day we review again. Just be positive always is what they encouraged us and told us not to think of negative things," L2-ANHS said. And lastly, "They shared their past experiences during our class when we do not understand the lessons, they will share it and then later on we understood the lesson that they are trying to teach us and then after that we reflect in ourselves," L3-ANHS said.

Second, Teachers' approaches to learning that help learners to reflect, revisit, revise, and rethink their knowledge and growing understanding to their lessons.

The UbD® framework offers a three-stage backward design. In stage 2 – Determine Assessment Evidence, UbD® identified the six facets of understanding for assessment purpose. The sixth facet is, "to have a self-knowledge by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning and experience" (Wiggins & McTighe). In this particular section, through the testimonies of the students, we could see that teachers were able to use creative ways in assessing their students understanding.

L1-ACNTS stated that, "first, we are afraid that if we will not review then we would fail (sic). Also, they encourage us to read to learn more and also not only the information but how to apply it in daily lives." L2-ACNTS reported that, "to me, I don't listen always. I usually take down notes. I like reading but I don't like essays. We need to boost ourselves that we could reach something. Our teachers also shared to us about their lives." L3-ACNTS expressed that, "force is a big factor for us to recite especially those who doesn't want to do it. To me, it's a big factor too that our teachers has their own mottos. Like in English, 'greater powers comes greater responsibility,' it seems that they want us to realize that if we have that talent, we need to apply it for good." She also said that, "by failing to prepare, I'm preparing to fail, every night if you don't want to be shamed, then you have to prepare. Science, "wag tutulugan ang trabaho na hindi tapos" (Don't sleep when you have an unfinished work); though you do not know about it just finish. It's not that you will only settle for what you know. Don't sacrifice your virtue for grades because grades are only numbers." L3-ACNTS continued, "there are lots of greatness in this world but not goodness, so many great people here so if you add, it will be more but there still few goodness in this world, why not try to be good because there's only little goodness in this world and if you will be one too, it will be a big factor." L3-ACNTS declaration's was a solid proof of her authentic understanding and her ability to transfer her learning by reflecting.

To L1-ANHS, "if they already taught it, sometimes they would assign us to reporting to know if we really have learned something. Sometimes if the lesson is very serious, we started slowly but they don't pressure us until we've realized that we already realized more deeply. Like in math, we thought it's only a triangle but when you go home

you would realize that the roof in our home was built in that way too," in this particular statement of the learner was a confirmation that he has learned by being able to apply the lessons he has learned using it effectively in adapting it to a complex context like how the roof of the home was built. L1-ANHS added that, "Like in TLE, the steps we learn in cooking, we apply it." L2-ANHS said, "they helped us… it's like what they said that if you do not understand the lessons, you will not get good grades. You will not know what to answer in the tests and you will not know what to apply in the future." L3-ANHS said it was through reporting, "sometimes we forgot what we have learned especially our past lessons. But doing reporting facing people is very hard yet it when we were there we could say everything that we have learned. Then we learned how to speak in front of people."

Figure 6 is a visual representation of the learners' response to the question in this section. The MAXQDA Code-Subcode-Segment Model was used to track the answers.
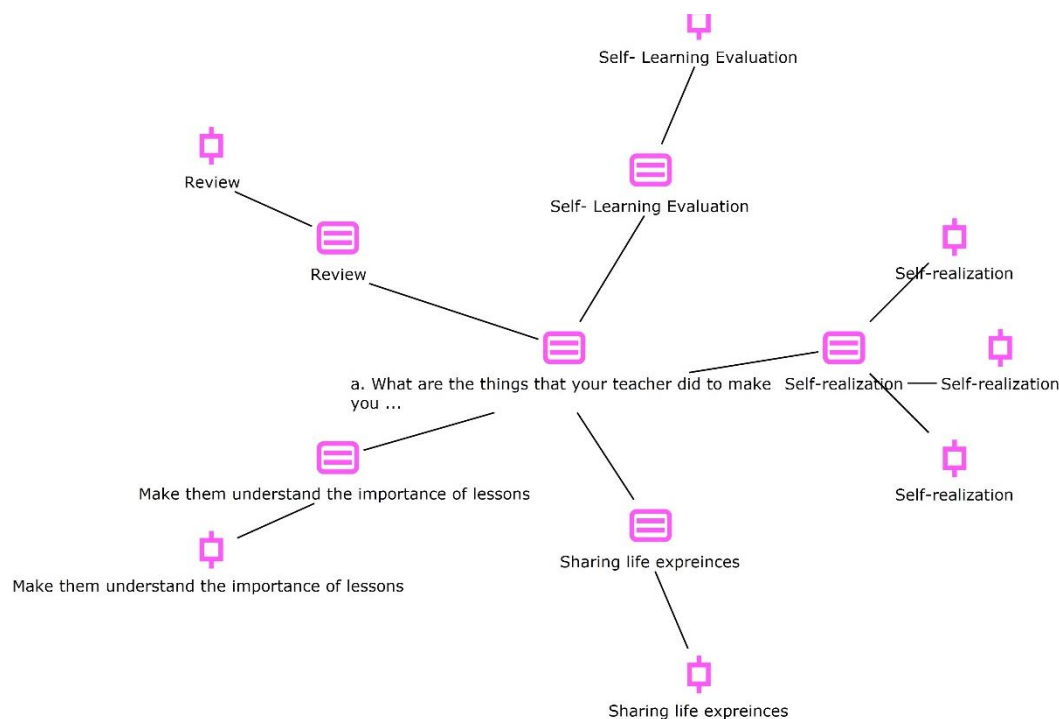
Figure 6 – Ways Teacher Used to Make Students Reflect on their Lessons

Other frameworks or designs may also be effective in this case, but the model shows that based on the students interviewed the teachers using UbD® framework were effective with these approaches to learning by helping the learners to reflect, revisit, revise, and rethink their knowledge and growing understanding to their lessons. The students emphasized five ways: through self-realization (4), self-learning evaluation (2), review (2), making them understand the importance of the lessons (2), and sharing life experiences (2).

Third: Teachers helped learners think more deeply on the lessons they were studying.

The stage 1 in UbD® focuses on "transfer learning." Here UbD® aims to help learners develop and deepen their understanding of significant and important ideas and to help them transfer their learning. When asked, "How did your teacher help you in

thinking more deeply on the lessons you were studying," students gave profound

answers. "Sometimes they do not give lesson that when you look at it you could be

understood easily. For me, I find reading comprehension hard. Whether in English or

Filipino. So, I am really challenged to read more. Our teacher in English will not just let

you read alone but will read it part by part and explain after each parts," L1-ACNTS

declared. "They use deep words but through sentence we could also comprehend the

meaning of that sentence and they also teach us the meaning of those difficult words.

Because they said that in life, education now is our shield because of we have no

education we could not reach to something. It's good to be in school because we could

hear from other people not only from ourselves learning," L2-ACNTS explained.

> "I love literature. I enjoyed their lessons. Like thinking deeply.
> Like in Grade 8, we studies about Florante and Laura. Not only the literal
> meaning but also the purpose of that book and why it was written. Like
> what that book could help in this present time. Like the symbol of "gubat"
> (forest) it's like that our world is filled with darkness. Hindi ka lang
> magbasi (you do not base) to what you read and see but widen your
> thinking. Noli Me Tangere – it happened before. What happened before
> that still happens today. It's like what controls the past controls the present
> and what controls the present controls the future. It's like we should not
> just forget the past and the literature of the past. What could we contribute
> that would change the future. After we explained that book, we acted it
> out. I was one of the directors, while were doing it we realized and feel
> what they have experienced. We feel the pain before and their mistakes
> that we need to change so that we will no longer feel it in the future," L3-
> ACNTS said.

In L2-ACNTS statement, application of the past to current and future events and

issues was very evident. It was a sample of what UbD® emphasized as "transfer goals."

L3-ANHS shared that their teachers were not "greedy" concerning the

knowledge that they have learned. Other teachers just let the students write but L3-ANHS

pointed out that their teachers really make sure that they understood it. "Hinubog po nila

ang pagkatao ko (they developed my personality)… also when I have problems, I'm not

afraid to come to them and ask for help," he added, "It's like that what our teachers do to

us, we share to others about the things that they are learned with is wrong, we share to

them the right way and share it to others so that it will not be only us who learn but

others, too. Hinubog po ang pagkatao naming (they developed our personality)," he

continued. L3-ANHS's teachers taught him to be confident and be who he really is. They

brought him out from being shy. "Sometimes when the lessons are very hard and they

almost got frustrated, they would start from the basics (just like in math, they told us the

problem and show us, then move the next step) until we reach and get what they wanted

us to learn. Before in Pasig, I'm very shy. I don't know how to speak in front of people,

but here they developed me to speak with people. They are helping me to be successful,"

L3-ANHS said.

I could say that the student respondents reported that UbD® has made its ways in

the learning development of the students. To say that students have learned does not

mean that they have to display all of the six facets of understanding in one time but rather

it was process. In one way or another, more facets were displayed in the students but each

learner is different in their own way.

Category IB: Observation Report of Makati High School Values Education Class Session (UbD® Framework)

This next section was a narrative observational report on the Values Education

class at Makati High School:

The class was divided into two parts: first, was the continuation of the previous session on their drama activity; and the other part was about the "Aspects of Humanity: Soul, Mind, Body and Heart."

During the first session, the students in each group reported the grade that they have given to other groups. The facilitator asked them the grade and after that she asked them the reason they gave that grade and how it summed up to that grade. The learners defended their judgement of the performance. They also gave specifically the grade through giving the summary of it by presenting the rubric in grading that they used. To the groups who defended the grade they gave, the grade was confirmed as final and to the groups that were not able to discuss and defend the grade they gave, their group's grade was decreased by 1%. I have observed that as soon as the groups were given the grade, it was also recorded in their activity notebook. They also have an attendance notebook. After it was filled out or recorded, they returned their notebooks to the facilitator. In my observation, the facilitator was very creative and smart for doing such an approach. Not only did the learners learn to evaluate; but also in assessing others and defending the grade, I noticed that they understood more. Also, it has been said by critics that UbD® was task unfriendly to the teacher, but in this case it shows that the students' participation lessens the teacher's job.

The last part was about the aspects of humanity. It was not an easy topic, but the facilitator really handled it well. She was able to make the learners talk and participate actively. I noticed that the use of "real-life situations" made learners become more participative as they laughed at it and agreed with the facilitator. At the end, learners were advised to use their phone cameras to take a photo of their lesson written on the

board on an affective note about this observation, which was integrating technology in the classroom! Interesting.

I would say that it was a wonderful class. During my time, that class used to be a boring one but I just witnessed a super-active Values Education Class.

Category II: Teachers' Perspectives on Teaching Experience under UbD®

The next section would be the presentation of the interview reports from the teachers of ACNTS, ANHS and MHS. The respondents from ACNTS were interviewed individually at different days and times. The respondents from ANHS during the introduction part were interviewed in the group, but each one was interviewed individually after that until the end of the session.

UbD® affects the teaching ability of the teachers

In an interview with A-ANHS, I have learned that teaching is a passion, teaching is a calling, teaching is a profession and teaching is life. That it takes more than a degree to teach, for teaching is a commitment (A-ANHS 2015). Every teacher in the Philippines schools has undergone training and acquired a quality education that pertains to their profession. There were six teachers who participated in this research. All of them had different experiences in the field of teaching. In my observation, some teachers do not just teach the lessons but also keep on fighting for each of their student's future (Landon 2014). Learning to be a great teacher has no end. There will always be something new to learn. On the other hand, there is also a possibility for teachers simply to teach their students the way they were being taught.

This section of the paper presents how UbD® affected the teaching ability of the teachers. It is also discussed here the ways teachers teach before UbD® and the teachers' readiness before going to class. Also, it is presented here how UbD® contributed to the teaching strategies of the teachers.

First: The ways teachers taught students before UbD®.

Most of the teachers interviewed responded enthusiastically to my questions. When asked the question: "How did you teach your students before you knew about UbD®?**"** each of them answered it differently. They had in different perspectives, though I should say that in some manner there were similarities, too. F1-ACNTS stated that as a Mathematics teacher it was more of the old method such as lecture method, question & answer, take home assignments, solving computations, peer-teaching (guide others) most of the time with a co-teaching demonstration. Also, he would do a recreational activity at the end of the month integrated with a set-up activity and an evaluation at the same time. To F2-ACNTS she was following the curriculum that DepEd gave to them. During those times they were using "Book Tech, RSEC, and UbD® in a few sections" of which the content was alike UbD® in that it presents lessons or topics from the simplest ones which lead to the more complex lessons. F2-ACNTS said that for years it has been a "normal" teaching. It was the same as with F1-ACNTS. F1-ACNTS and F2-ACNTS were both teaching in Trade for decades. Throughout those years, that was how they taught their students.

On the other hand, F1-ANHS and F2-ANHS from ALDEA have been teaching there just for these recent years. F1-ANHS started teaching from different school. She was a tutor to Korean children. For her as a teacher she gives information. It was always

teacher-centered. The teacher gives input and the students analyze. F2-ANHS used

instructional materials (slides, pictures), different visual aids for them as means so that

the students understand more. Meanwhile, F1-MHS shared that, "even with or without

UbD®, we have already learned about this," she explained that as a teacher, he or she

should always be ready for everything that they might face with their students. To her,

the difference that UbD® brought is the strategies of presenting the lesson.

It was a different situation in these schools and for these different teachers. It

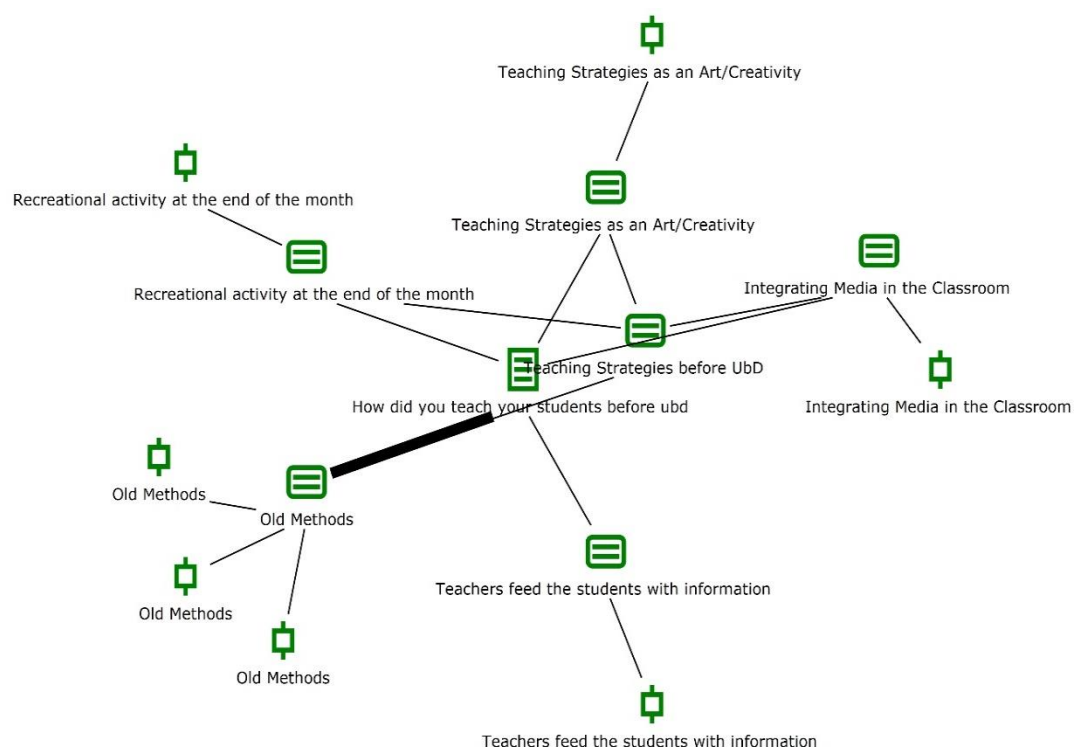could also be clearly seen in the following figure.

Figure 7 - Teaching Strategies Before UbD®

The figure describes how teachers taught before the UbD® framework had made

its ways into to the curriculum that they are using. The line with the heaviest weight

signifies the majority of what was utilized (old methods). But we could also see that there

were other approaches used by the teachers before UbD®. This reaffirms that no matter

what curriculum the school has, it is still the decision of the teacher to be creative and

innovative in presenting lessons in an effective way.

Second: The teachers' readiness before going to class.

It is presumed that every teacher who loves his or her students would never come

to class unprepared. For F1-ACNTS, as a teacher for many years, most of the time he

prepared his lesson plan and wrote the exercises in his notebook and also prepared the

evaluation test. "It is already my habit to study… usually I get ready two days before the

activity." For him, it was more a paper and pencil preparation. According to F1-ACNTS,

usually there are daily, weekly and monthly goals. At the end of the topic, the students

are expected to show tangible outputs, activity such as role play and other activities. Both

teacher and students design together. We could see that to F1-ACNTS, teaching is his

life. How to teach is a choice no matter what curriculum your school is adopting. To F3-

ANHS, she always ready made herself ready. For F1-ANHS, "it's always usual. Read

first your materials before going to students. Be prepared always. Actually it's usual.

Before you go to teach, you need to prepare yourself, you have to prepare your lessons

and materials." For F2-ANHS readiness before going to class is making lesson plans.

Lastly, according to F1-MHS, before she went to class she always made sure that the

lessons were prepared. She said that, "I make a plan and this plan will be my guide." She

added that, "For me, if I did not prepare for the class, it's better for me not to teach."

According to the facilitators, the issue of readiness is not based on what

curriculum the school has. Readiness to teach should be embedded in the heart of every

teacher. However, it takes a tool and more training for teachers to be more intentional and

effective with it. This is where UbD® comes in − as a tool in teaching lessons effectively

that in the process of preparation, it helps teachers identify their short term and long term

goals in teaching.

The next question of the interview for the facilitators was designed to explore the

latent truth in this statement if it is present. These questions was: What are the

contributions of UbD® in your teaching?

Third: UbD® contributed to the teaching strategies of the teachers.

F1-ACNTS answered the question above through presenting a comparison

between two curriculums, the RSEC and UbD®. In RSEC, teachers are facilitators only.

It contained daily quizzes. It gives independence for students which meant that the child

is flexible to herself/himself. "The teachers design an activity, the students do it by

themselves." In UbD® the main assessment core is a formative test at the end of each

chapter. Every day there was also a student activity. Also, application of lessons learned

was very important. "An example of this is the lesson about 'Law of Motion.' At the end

of the lesson, the students were expected to show their learning – effect – acceleration –

law of interaction. If they would see a running car and would be able to explain what was

going on, it simply shows application of what they have learned. At the end of the lesson

they were being asked about "the significance of the lesson in life." According to F1-

ACNTS, UbD® is concerned about that and can be more identified with the delivery and

techniques in teaching. In UbD®, "experience is centered, where to apply is significant

and to know and determine the significance of each lesson is very important." He gave an

example that in Technology & Livelihood Education (T.L.E.) Class, students underwent

"rigid training." He left his students during the time of application. As an overall

evaluation, he said that UbD® is very good and helpful in teaching students more than

just the normal teaching that they used to have before. It was performance-based. There were no module instructions and teachers were challenged to think creatively. It was only itemized with no lesson plan for teachers already prepared but the module given were in sequence. The only negative implication in UbD® is that it was very costly.

Based on F1-ACNTS's answer we could see that RSEC and UbD® seemed similar yet they were different in their own way. UbD® has helped him to go beyond what he used to do before. It made him teach his students more than just by presenting a lesson but rather by making sure that the lesson that they have learned will lead to a performance that will be beneficial to them, to their family and to their community, to their future.

F3-ACNTS confirmed that until now UbD® is still being used. It is inserted even in the K-12 curriculum. The lesson planning required is more extensive. The concepts to be learned are emphasized in presenting the lesson in a chronological order and giving them the activities that match to the lessons.

F1-ANHS said that, "as of now, we could not say the output or the contributions because there is no graduates already (yet) but this K-12 curriculum intensifies the learning of the students because we start from the basics. The curriculum is spiral." F2-ANHS said that it is great because there is a module. "The one given to us is limited, yet it is also searchable in the internet."

F1-MHS admitted that in any curriculum, UbD® has brought progress. She declared that its greatest contribution was "UbD® going to K-12." She added that in UbD® there was "lalong napapaganda" which means their teaching was more developed and refined. Also, she affirmed that every now and then teachers were attending seminars

for deeper understanding of K-12 curriculum and for the enhancement of the teachers'

strategies of teaching.

The Figure 8 below is a visual portrayal of the contributions of UbD® in the

teaching strategies of the teachers. The coded segments that were emphasized in the

figure were: module-based, performance-based (application), and UbD® inserted in the

K-12 Curriculum. Also, in the figure, we could see that while every code and coded

segments are connected in the base "contributions of UbD® in teaching," we could also

notice that nine of the ten other codes has a line that connects them all to one code –

"teaching students for life" that becomes their second meeting point after the base. This

gives a very important and truthful implication that education is teaching students not the

theories, information or a bunch of courses but rather education is teaching them how to

live their lives. We could note also that only the code for UbD® is not connected to it, it

is because all the other codes are a description in a simplest way of what UbD® is all
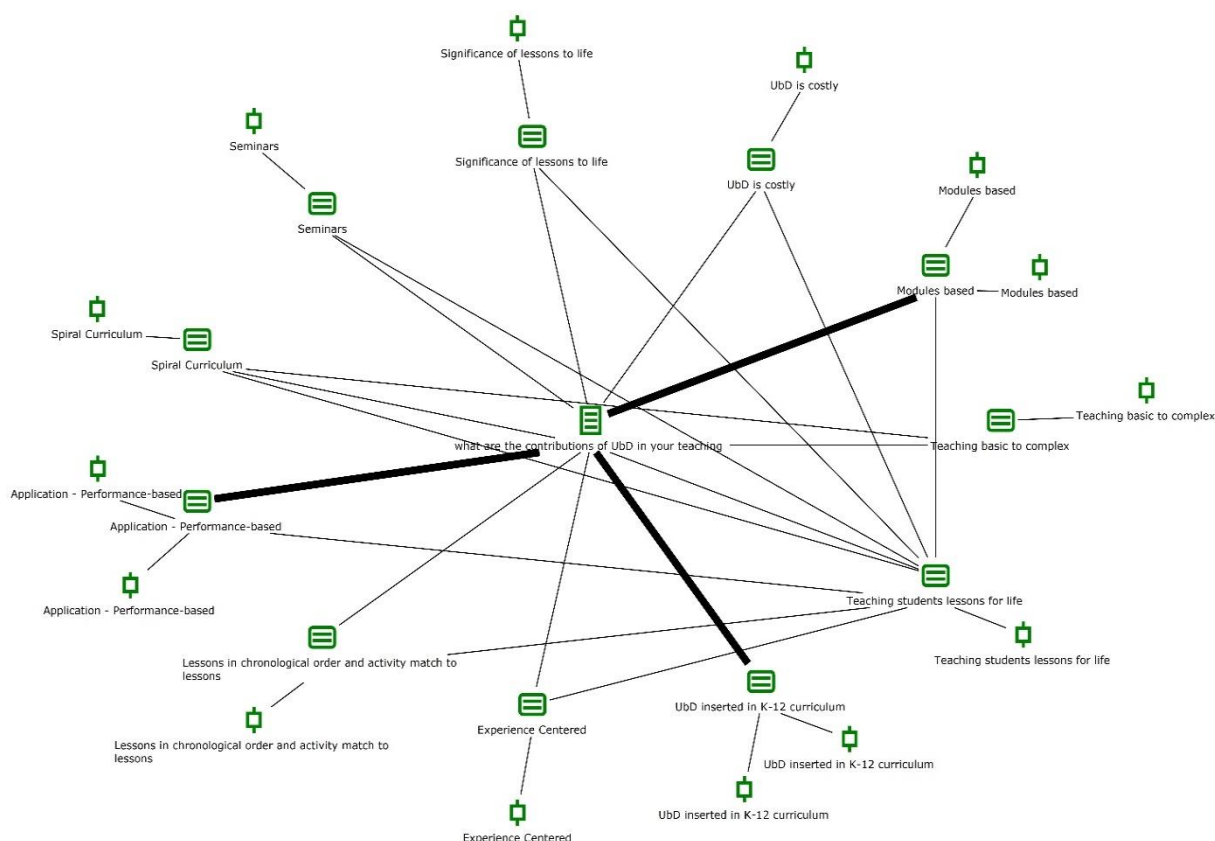
about.

Figure 8 – Contributions of UbD® in the Development of Teaching Strategies

Each of the respondents has different answers in different perspectives. One thing that stands out in their responses is that UbD® framework has actually made a change, a great contribution in their teaching.

UbD® meets the need of the curriculum planning

In curriculum planning there were a lot of things that needed to be considered. Understanding by Design Framework is designed to be a tool in planning a curriculum. It is intended to be a tool to plan to help teach the curriculum in an effective way. This portion presents two things: the teachers' evaluation of their planning of the curriculum they have to teach before UbD® and the changes in the teachers' curriculum planning while UbD® was embedded as the core in the curriculum.

First: The teachers' evaluation of their planning of the curriculum they have to teach (before UbD®).

F1-ACNTS confessed that though there was already a curriculum ready to be taught, as a teacher, a day before he delivers a particular lesson he read it and did the lesson-making especially the visual works that are needed to be done. It was usually done in a typical way such as using a cartolina (F1-ACNTS 2015). F3-ANHS said in RSEC curriculum the modules already helped them. The curriculum was already ready and it was suited to the students, and as a teacher, she just needed to adopt it (F3-ANHS). F1-ANHS has a different point of view. "I actually we don't plan the curriculum. The curriculum itself is planned already by the teachers (maybe what she meant is the DepEd). The teachers just demonstrate and apply it. We do not plan the curriculum. For lessons plans, we teachers always read and be prepared in teaching." As far as I understands her point, mostly teachers think this way. This supports the truth that "teachers are the final curriculum" in the sense that the teachers have to understand that though there is already a planned curriculum, yet there is still a need for them to plan to present it according to what will meet the needs of the learners (F1-ANHS). F2-ANHS rated herself 7 out of 10. That was her way of evaluation herself. She said it was 7 because she is still new. They are using the modules that were given to them (F2-ANHS 2015). F1-MHS explained that it was the DepEd who prepared and implemented to schools the curriculum to be taught. As teachers, she said, they have to execute whatever the higher authority has given them. That as a teacher who has undergone the training they need to be prepared and to teach lessons better. She added that whatever curriculum

that they are going to take, they always need to plan it and should always make the teaching or the execution better (F2-2015).

The teachers' responses are actually (for UbD® itself) is not a curriculum and its purpose is not to change any curriculum. UbD® is not even a philosophy of teaching and even not an approach to teaching but rather it is a planning framework (Wiggins 2013), it is very important to note here that as a teacher what you are trying to do as Wiggins stressed it, "to do it likely by 'design' that when you teach you are more goal focused and more effective." Teachers could be a bad teacher with a good plan, it would mean that a good plan will make you a good teacher. UbD® does not address this issue, but rather it addresses the teachers to prepare them to think short-term and long term and what they are trying to accomplish.

Second: Changes in the teachers' curriculum planning while using UbD®.

According to F1-ACNTS while he was teaching using UbD® framework, a week before the whole lesson was divided into five parts. The lesson was integrated to the activity which was fun and relevant for the students. The teacher has to see to it that materials assigned are available a week before. Because of this system he said that children during those times were ready to sit and stand and move and listen and they became more active.

F1-ANHS confirmed that there were changes. "Like the structure of the lesson plan they changed it. Actually, it was different; the structure of the lesson plan for English is different than Science, Math and other subjects."

F1-MHS attested to the fact that every year for the two years UbD® was used there was always difference. She admitted that is the same thing in K-12 now; there was

always a difference. She stressed that despite of all the differences "it always aim to reach

the goal that lessons that you are going to teach should be applied in real life" (F1-MHS

2015).

<div align="center">UbD® meets the needs of assessment making.</div>

Assessments are crucial to enhance the learning of the students. Assessments are

designed to be continuous while the learning is going on. Assessments are not only for

the good of the learning development of the students but also for the teaching of the

teachers. In the following portion, it will be presented and discussed the teachers'

assessments preparation before UbD®; the ways the framework helped teachers in

making assessments for students' learning; and ways the framework makes difference

and significance in the teachers' way of teaching in the eyes of assessment making.

First: Teachers' assessments preparation before UbD®.

Honestly, F1-ACNTS said that before his assessments were only in paper-pencil tests,

usually a daily quiz. To F3-ANHS, she usually gave the assessments every time after the

learning or the lesson was done. It was usually in a summative test form or group

dynamics. F1-ANHS was getting assessments other than materials and, of course, she

wanted to know her learners/students before giving assessments to see if it suits to their

grade levels because sometimes assessments were given to them which were not suited to

their grade level. To F2-ANHS she gave the assessment first before the class normally

there was an activity before the lesson starts. Also, at the last part was an evaluation like

quizzes. F1-MHS responded that, "before as a teacher, without thinking any training

during assessment it seems that it was left behind and second it seems so hard to assess

the learning of the students but as I got more training I see to it that everything my students do in the time that I go out of my room everything is recorded" (F1-MHS 2015).

Through the responses of these teachers we could see that assessments before UbD® were mostly done in a paper format. As a researcher, my question here was: Are these kinds of assessments enough to validate the students' learning? Would it be enough to evaluate whether they have learned or not? Even if teachers have tried to present the lessons to the best that they can, but the way each students received it is different from each other.

Second: Ways UbD® helped teachers in making assessments for students' learning.

UbD® is known in part for its emphasis on differentiated learning. Therefore, students' learning should not just be evaluated by the most used assessments for everybody, (such as standardized tests). There were two main types of assessments, the formative and summative assessment. Formative assessments are those that take place during the instruction and the summative assessment suggests that it is a kind of final assessment of the skills.

F1-ACNTS shared that while he was one of the teachers during the years that UbD® was implemented in the pilot sections in their school said that he was using or implementing the UbD® rubric every day. Also, he reported that the intent and focus is on performance-based assessments by which it was rated using the rubrics. F3-ANHS agreed with F1-ACNTS. She even said that RSEC and UbD® seem similar; it was just that UbD® is "student's party;" by this she meant that it was all about the students.

In K-12 curriculum now, F1-ANHS said that teachers give assessments twice. "Assessments and the assessments (sic) after school year to identify if they have learned

or not. Half way they learned. Giving them quiz, achievement test, exams." F2-ANHS also said that you could identify/perceive easily if they have learned because of the activity. F1-MHS reported that with the use of UbD®, the students were given a chance to assess and criticize what they have done. "They are part of the assessment. It is not only the teacher who assesses," she added. She explained it through giving an example of the group 1 in the fifth grade who gave a 75% grade to the other group. She asked group one the reason of giving that score and how it summed up to that score. She also stated that they were using a rubric in the assessment. She testified that before UbD®, she did it on her own and students were not included. She confirmed that in using UbD® in the K-12, to her as a teacher, every time she went out of the room everything was recorded even the attendance.

There was a very big difference between the schools' teachers here. This was because schools were trained in the UbD® framework and the other was being trained only in the K-12 curriculum. So, though there is a similarity yet there remains differences from this aspect. However, it is good that K-12 adopted great lessons from UbD® framework. I observed based on their responses that not all of them could identify the two kinds of assessments that they have been doing. This calls for more proper training for some of the teachers.

Third: Ways UbD® makes a difference and significance in the teachers' way of teaching in the eyes of assessment making.

Many times assessments were done because it should be part of teaching. F1-ACNTS said that at the end there was a summative test and also written reports. When doing an activity, comments are given in a conference setting. An evaluation of the

product of each student's activity was done. F3-ACNTS said it is assessing students until they get what the lessons really mean. His emphasis was more on mastery learning. F1-ANHS agrees to the concept of mastery learning. She said that it was a step by step procedure. "Unlike before if the teacher already gave the lesson, the student should learn but this time if the student did not get the topic, you (the teacher) will continue it the next day so we do not go to the next lesson without the student getting it." F2-ANHS said that it is helping them answer correctly the questions or do the activity well. F1-MHS testified that it changed her outlook in making assessments. With the help of UbD®, she was able to make students part of the assessment and in that way it assessed also their understanding more. To her, as a teacher, she needed to think more deeply of creative ideas for assessing her students' learning that would also involve the learners. That is consistent with Wiggins and McTighe's intention for the Understanding by Design framework.

UbD® impacts the improvement of the use of instructional strategies in the way of teaching of the selected teachers.

Though UbD® is new to the Philippine education and has encountered several negative critics especially on the part of the teachers, yet it in some ways it has also brought beneficial impact in the improvement of the teachers' use of instructional strategies. This study had discovered the impact of UbD® in the improvement of the use of the instructional strategies of teaching. It will be presented here the ways teachers taught and their evaluation to themselves upon their use of instructional strategies before UbD®.

First: Instructional Strategies: Teachers' way of teaching before using UbD®.

Teachers could teach in different ways that would meet the needs of the learners. F1-ACNTS said that he was using more of a lecture method. F3-ANHS claimed that she was using RSEC guidelines for how to present her lessons. F1-ANHS said that nowadays it was more on technology (technology-based) teaching. "In the classroom setting, we use power point, sometimes we use our laptop. Before we use manila papers, charts and cards but this time students are more contented when they see pictures." F1-MHS acknowledged that, "maybe when it was not UbD® and K-12, instructional strategies are just shallow but with the training of UbD®, it becomes deeper. The strategies are developed. Just like today as you can see, I allowed my students to use technology in the classroom" (F1-MHS, 2015).

Seeing these responses, I could say that there was no proper methodology in the past to ensure enough understanding and UbD® aids were not maximized well in instructional strategies to most of the participants.

Second: Teachers' evaluation of themselves on their use of instructional strategies before UbD®. Scale of 1-10, 10 is the highest and 1 is the lowest.

Evaluating oneself in the use of instructional strategies is not that easy. To be able to do so takes courage. F1-ACNTS gave himself a score of 6/10. He said he gave more activities, more of exploration with the small groups and also application on what they have learned. F3-ANHS gave herself a score of 7/10 during RSEC and 8/10 during UbD®. F1-ANHS gave herself 8/10 score because sometimes the materials and equipment are not available. F1-MHS confidently gave herself 10/10, she said, "perfect."

UbD® impact upon the teachers as they put the learner at the center of the learning process.

F1-MHS stated that students are the reason of the teaching profession (F1-MHS 2015). Students or the learners are the center of the learning process. Here, ways the teachers make the students as the center of the learning process will be presented. Also, the teachers' feeling about UbD® as a tool for making the students the center of the learning process. Lastly, the differences and progresses of teaching using UbD® as a tool in planning the lessons.

First: Ways teachers make students as the center of the learning process.

There is only one reason that school exists – it is to educate students how to live today and for their future. F1-ACNTS said that as a teacher it was always a student-centered class, majority of 80% and only 20% teacher's activity. For clarification the teacher is there to guide students in their learning and not to "spoon-feed" them. It was always a hands-on experience-based teaching. Students do the task and discuss the concepts. They debate and make a summary out of it. It was not teachers who are feeding them the information but rather students feeding themselves. He said, "They are having fun through the activities and allowing them to discover learning by their own." F3-ANHS said that in her class it was student-centered. "If the student did not get the lesson go back and re-teach the lesson in different strategies." F1-ANHS said that in K-12 it is a learner-centered curriculum. "If there is group activities, they forced themselves to learn. It is very important for children's development. They learn by their own." F2-ANHS gave a very interesting answer. It is a learner-centered class if students are actively participating in the class. "They are the center so they should learn. Yes, they are important because they are our customers. We need to give the right education for

them because they are the customer of our teaching." F1-MHS uttered that, "yes, the purpose of our teaching is our students." What a strong and wonderful statement! She reaffirmed that it was needed that they should be the center of the teaching. She firmly stressed and concluded her answer with this statement: "The reason behind this profession is the learners" (F1-MHS, 2015).

These different answers are all interesting in their different ways. All of it has one common denominator – it is having the students' life as the only reason to teach. At times it was difficult to gage the answers of the teachers on these last two questions because they mixed response about before UbD® with the ones related to after UbD® or K-12 has been implemented. And sometimes they answered (as in this section) based on an ideal more than a realized experience.

Second: Teachers' feeling about UbD® as a tool for making the students the center of the learning process.

For F1-ACNTS, UbD® is students' friendly but not financially wise. Also, students need to exert more energy every time they go to school. They use more energy and got tired (exhausted), but they are having fun. F3-ANHS declared, "If it is not because of the students, then there would be no teachers." According to F3-ANHS there is always a need for teachers to be flexible and it usually depends on how the teacher adopts the curriculum and the framework. F3-ACNTS said that the students' ability & talents are widened – "nagiging malikhain" (become creative) while using UbD®. F1-ANHS, "when the learning process is in, the students is motivated to do things that they do not do before, but this time they are culminating their own ideas to make their own development." F2-ANHS said that "they develop and support or give attention to the

skills of individual students" (F2-ANHS, 2015). F1-MHS simply stated, "The reason why

we exist, the reason behind our profession is our students" (F1-MHS, 2015).

Third: Differences and progress of teaching using UbD® as a tool in planning the

lessons.

There were visible changes or results that teachers have observed while teaching.

F1-ACNTS has observed that for three years the following has happened: shy/timid

personality gone; level of confidence improved; *lumalim at tumaas yung pangarap nila*

sa buhay (their outlook and perspective in life becomes deeper and their ambitions

become higher; that while studying they are applying what they have learned. F3-ANHS,

said that UbD® is advance implemented to the higher section and it address every nature

of the learner. I took this to mean that this teacher was saying that UbD® is more holistic

and fosters higher order thinking skills. While RSEC on the other hand was given to the

lower section. According to F3-ACNTS, in UbD® not all are equipped well, not

informed well... it was just a foretaste not a full blast. "If given an opportunity – I think it

will get well, F3-ACNTS said." F1-ANHS said that there is a big difference. In

preparations there is no difference, but in teaching there are. Today teachers serve only as

facilitators; before teachers gave a lot of information to children. But now students

explore by themselves it is like learning by doing. Today teachers serve only as a

facilitator, whereas before it was only the teacher – teacher-centered. They used to get the

information throughout the school year from their teacher, but now the teacher only serve

as a facilitator to the students. She also said that they are well developed. Their learning

is more developed because in our curriculum we use different strategies and techniques

so that they will learn a lot more. F2-ANHS said that the differences were shown through

skills they learned and in the training the students got that could be applied for work. F1-MHS asserted that using UbD® as an approach to teaching, the class became more participative. She added, "UbD® as well as K-12 (of course the curriculum K-12) is to enhance. Let's say that the shadow in the K-12 to develop the curriculum is the framework of UbD®" (F1-MHS).

In an overall outlook of the UbD® framework that was implemented, F1-ACNTS said that their top need of the community is for resources. By doing it "mas malapit and attachment" (attachment will be closer). Also, teaching using UbD® he could smile as a proof that he has fulfilled his mission as a teacher. Seeing students became interactive has warmed his heart, but the sad things was that it was maybe for two years only. F3-ANHS said that UbD® demands to do visual arts. Students become participative. The negative thing is that there are more activities and so students easily get tired. UbD® centered on the nature of the learner. They learn by group with one another and even those "shy students" get involved. F4-ACNTS' recommendation was for the "Philippines to have its own curriculum." F1-ANHS said that the curriculum today is better than before for the teachers. For the students, it's very good also because it helps them develop their sense of being independent. F1-ANHS stated, "Now, there is some things lacking, as a teacher, you need to be a facilitator. I will choose K-12 – giving them the best. There are changes, they are constant. We have to embrace if we will not, there's no development. They complain because they do not understand. K-12 is like experimental, if it succeeds, they will continue. They do not actually understand. Somehow, the government has problem because they always change the problem. K-12 is cool." To F2-ANHS, in ASEAN (Association of Southeast Asian Nations) community, only the Philippines is

not in K-12. "We are in deficit with other ASEAN students." The government wants us to improve. Today, "we are in an innovative approach."

Category III: Administrators' Perspectives on the Impact of UbD®

The next section would be the presentation of the interview reports from the administrator of ANHS and NA. There were two interviews that had happened at two different time and date to the administrator of ANHS. On the other hand, the administrator from NA submitted a written script of his answers to the questionnaire.

The impact of UbD® in two selected schools.

This study found out that UbD® made an impact upon the two selected schools. The following portion of this paper deals with the impact of the framework in its curriculum planning; the key valuable things UbD® has contributed in the curriculum as the schools try to meet the state standards; and lastly, its overall impact to the overall performance of the school.

First: The curriculum the selected schools were using for many years before UbD®.

Throughout the interview, it comes out that a good educational institution learns to adapt with the evolving curriculum. It is not because their curriculum is not stronger or weaker, but it is because they are open to whatever new things in the field of education could make a significant contribution for its curriculum in order to make the presentation of lessons to learners better and to ensure the transfer of their learning.

A-ANHS shared that while she was teaching before maybe she already got several curriculums such as BEC (Basic Education Curriculum), SEDP (Secondary Education Program), SEC (Secondary Education Curriculum) 2010 and the TOT (Training of Trainers). She also said that concerning K to 12 at the moment, if only government

could support the sufficient funding of the curriculum, she suspects that it would be successful. If only the government could really support it long term, she strongly believes that it will show a very good results. She also stressed that, "we are not far apart within the foreign countries. Yes, since then, we are the only country that did not implement the K-12 but because we are not far behind, we have also adopted and absorbed what curriculum they are using in their country. And if only the materials could be supported by our government it would be fine and the students will be the first benefactor" (A-ANHS). As the researcher, I should say that the implementation of K-12 curriculum remains a phenomenon unique in the Philippines.

A-ANHS was imagining that for junior high school the students will be enrolling to senior high school. That when a certain student would graduate, he or she would be skilled already. The K-12 Curriculum that the government offers now is a free high school. A-ANHS explained that unlike before, now the students do not need to pay for the first two years in college and senior high school is also free. She also opened the devastating truth that several parents did not recognize the importance of K-12 so they just keep on talking nonsense things regarding this curriculum. But if they come to think, they will realize that the first benefactor of this is their children. A-ANHS said that aside of being free in the first two years in college and free senior high school the students will be already skilled after senior high school. After graduating from high school they could apply for work. These days many Filipinos especially the youth are unemployed. Many could not have work because they have not gone to school. "We cannot run away from the labor" so, for these students of K-12, they will be employed already after finishing high school. A-ANHS made her point: graduating from this curriculum would lessen the

unemployment. She also said that "most of the Filipinos are really kind of interested with the Tech Book than the Academy so it would be a good start for those who will be the first graduate of this senior high school."

On the other hand, A-NA shared that he actually forgot what year UBD® was implemented but before the UbD® he remembered that they were using the RBEC (Revised Basic Education Curriculum) which was the government prescribed curriculum. He explained that although they are a private school with liberty to manipulate the curriculum, they strictly followed the RBEC (A-NA 2016).

Second: UbD® framework made its way in the curriculum planning of the schools.

A-ANHS answered this question by first giving the background of ANHS. The fact is, ANHS is a newly established school that caters to informal settlers. She said that they could not expect that much from these informal settlers of whom many of them (if not most) are less fortunate to have the so called "materials or any thing in life." So, if they, as an institution, would really attain or meet the substance of this K-12, then the students will be the first benefactor regardless of their background. And to the fact of what Tech Book is offering wherever they go, she added:

> All the students in Aldea National High school would be the first benefactor of this K-12. We are offering from Grade 7 to Grade 10 this school year 2015-2016 and I was told by the mayor that sooner or later maybe we will also try to open senior high school. So actually the town mayor of Tanay Rizal is really a kind-hearted mayor wherein he is always thinking how the students will be given good opportunities so whenever are feeling relax to their studies I got upset because what they want look all the school in Tanay has been establish near to their homes. So no more excuses why of these that students won't be able to go to school. As I was saying during the orientation to the parents that Parents involvement is very important because we are really a partners not only the teachers but also the parents. Parent-teacher involvement for the success of a certain students. That's why I am also stressing that to parents. Don't sit down. Do something so that the children will have the interest to come to school. Not only to the

parents but also the teacher to do something so that all the students will have eagerness and interest to come every day at school.

A-NA pointed out that UbD® was a DepEd mandated curriculum which means according to him that at that time, "unless it was implemented, we wouldn't have wanted to change from RBEC because we are very much used to it." He also shared that he remembered that in one seminar the speaker said during a UBD® forum that the "lesson plan is dead" and that speaker kept on using the term 'UBD®-ized." A-NA added that, "it would also be important to note that textbooks and publishing and printing houses of books during that time Rex Bookstore Publishing, Vibal Publishing House, Phoenix Publishing House, etc. were also revising their books to be UbD® compliant. So most likely, it will be inevitable for us as a private institution to remain in RBEC during the time of UbD® implementation" (A-NA 2016).

Third: Some ways that UbD® has brought key valuable things into the curriculum of your school as the two selected schools tries to meet the state standards.

A-ANHS thinks that there is a good outcome especially to the students, given if their discussion is lively. She pointed out that the teacher should know how to manipulate and how to give the so called group activity to his or her group of students. She emphasized strongly the importance of group activity because according to her that group activity is the time where you can see if a certain student is interested in your topic. Aside from the group activity, A-ANHS asserts that if a teacher will show several and different teaching strategies and good motivations to encourage her learners, that is very important because the learners at the moment are in the 21st century. She firmly suggested, "so, if you are a 21st century teacher, you must do something for the improvement" (A-ANHS 2015).

Fourth:Ways UbD® affect the overall performance of the school.

A-NA reported that personally he had high hopes for the framework of the UBD design, he said, "I like the framework and I find it easier to understand than K12 design." This is interesting, for me as the researcher, I would say that the reason A-NA said this was because when UbD® was implemented, the focus was there and it was really emphasized but in the K-12 now, it was only embedded even without them knowing it. He also stressed that "when it comes to evaluation of the program, the changes from RBEC to UbD® cannot be totally judged because the implementation was cut short and that as a business graduate I believe that the effects of implementation of certain strategies do not necessarily take effect during the implementation period rather it will be seen in the future as the framework accumulates years of being utilized." A-NA was right when he said this too because for two years it was implemented, the first year of it is always expected to be in the stage of transition. He is also correct when he added that because it was cut off from its existence, then he could not tell how it affected the school. A-NA made it straight in his answer that he knew one thing and he is sure of it that "it somehow prepared the teachers for the entry of k12. From a degree of $1 - 10$ with 1 being the highest, the effect of UBD to the implementation of k12 help in around number 3" (A-NA 2015).

The administrators' opinion on how UbD® affect the teaching ability of the teachers in their school.

UbD® is first of all a framework to be used by the teachers as a tool to teach more effectively. UbD® has made a contribution in the teaching ability of the teachers. It will be presented here the way the teachers teach in the past years before UbD® came. Also, it could be found here the observation of the administrators on the changes that occurs in

the teaching ability of the teachers; the evaluation of the effectiveness of the teachers; and

how UbD® impact the teachers as they put the learner at the center of the learning

process.

First: The way of teaching of your teachers in the past years before UbD® came into the

school.

A-ANHS claimed that there is a big difference in the way of teaching of the

teachers. "As I've told you before, teachers now are the teachers for the 21st century. So

several teaching strategies, several teaching methods has been presented and they are

frequently attending seminars. As a result, K-12 training for the Grade 10 is presently

having at this moment." She disclosed the truth that Filipino people may not be aware

that the government is not relaxing to think or doing something better for the sake of K-

12. "I am just thinking why there is still some teachers who have found negativity

regarding this curriculum, right?" She said that "it is just like the way it is," that if you

are a teacher you need to impose strategies. There is a need for the teacher to look for

something new every day for the sake of the learners of which that is one of the advocacy

of K-12. She discussed it more by saying, "as a teacher, for sometimes you are spending

for your own lipstick, makeup so you must also do that for your own materials for

sometimes. Do you understand? For sometimes you buy your own lipstick, make-up so

be presentable to your students when you come to school." It is her own way of saying

that if K-12 cannot be supported with all of its materials from the government, as a

teacher there is a need also to support it themselves. She suggested to stop negativity and

always have a positive outlook in teaching. She added, "We are here, we are committed.

So, a teacher must have her or his own passion not only waiting for the salary. That is the

essence of teaching. Give your heart, give your commitment, give your passion and everything will went well" (A-ANHS 2015).

A-NA asserted that Nazarene Academy is currently at its 32nd year. He recalled that on the year of implementation of UbD® their school had 70% regular teachers, of which four of them have been with the school for 27 years, 17, 15 and 12. This means that they have been with them teaching in school for a long period of time and "most of the senior teachers were basically used to the 'old school' type where lesson plans are created and at the same time you follow the format where there is still 'motivation, assessment etc.' In the part of the students, they had a hard time shifting from RBEC which is basically discussion to UBD® from which lessons normally start with EXPLORATION of the topic" (A-NA 2016). He added that when UbD® was implemented their teachers there gave an "activity without saying anything about it and making students draw out their own conclusion as to what the topic is all about" (A-NA 2016).

Second: Administrators' observation on the change that occurs in the teaching ability of the teachers upon the implementation of BEC/K-12 curriculum with UbD® in it.

A-ANHS expressed that at the moment, teaching of senior high school required at least 20 units in MAT (Master of Arts in Teaching) maybe MAT in English or Filipino. She shared that it is preferable that a teacher must teach senior high school if he or she is a MAT graduate. Right now, because of limited number of teachers who can teach high school, 20 graduate units is accepted. In reality, the implementation of K-12 faces criticisms and disapproval not only from the parents and teachers in high school, but also from teachers in the state colleges and universities, the SUCS (State Universities and

Colleges) just like URS (University of Rizal System). A-ANHS in the interview said that these people are afraid of having no jobs for the next two years while implementing K-12 of which she said that their presumption is not true. "As I've told you, we need many senior high school teachers. So, it is not possible without hiring the SUCS teachers, we badly need them. They are just putting it in their minds that they won't have no more jobs after implementing K-12 and that is a big no" (A-ANHS 2015).

A-NA honestly shared that, "As an administrator, I saw that teachers like the idea of no lesson plan. But rather a unit plan instead. Lesser write-ups therefore lesser effort. Teachers normally find making a lesson plan a struggle." He further explained that teachers had more time to interact with their students because the time to make their lesson plans has decreased. During those times, teachers became "more hands on and teachers were able to adopt to the system." However, A-NA expressed that as for the part of the older teachers, "they have found a few loopholes that they didn't understand about the process and still believe that teachers need to make a lesson plan." With the skill, A-NA stated that he did not see that much change in the teachers because younger teachers during that time were "unconsciously using UBD® methods not as part of their teaching strategy but is actually inherent to them and have being doing the UBD® style before it was even introduced" (A-NA 2016).

Third: Evaluate the effectiveness of the teachers. In a scale of 1 to 10, when 1 is the lowest and 10 is the highest score, rate the progress of the teaching ability of your teachers while using UbD®. Please explain.

A-ANHS gave them 9 out of 10 scale because according to her, "nobody is perfect that is why I only give them a 9." She defended the score that she gave by saying

that she knows their efficiency and effectiveness of which it is very important (efficiency and effectiveness) in teaching. She said that she trust that all the teachers in ALDEA National High School have already undergone the Grade 7 training, grade 8 training, grade 9 training. To support her statement, she informed me that at the moment teachers are having the 10th grade training. She concluded her answer with this question, "So how can I say that they are not competent? Extremely they are competent, right?" Extremely they are competent to teach the K-12, she repeated (A-ANHS 2015).

A-NA gave 6/10 because according to him it was "slow and steady." He recalled that on its year of implementation, "all of were trying to get a hold of the actually method of UbD® teaching." He also said that they were on the transition stage and "not everyone is being able to cope up with the speed of the changes specially the older teachers that we had time who were actually around early 50's to late 40's and was immersed on a very traditional approach" (A-NA 2016).

  UbD® impacts the teachers as they put the learner at the center of the learning process.

This next portion discussed the impact of UbD® to the teachers as they put the learner at the center of the learning process.

First: Ways teachers regarded the learners in the learning process in the past years before UbD®.

According to A-ANHS, there school was located before in Marikina. The school was moved to Tanay because most of the students were squatters and because of the road excavation that was happening, it was moved in Tanay. It was two years ago. Students of ANHS are settlers. She ended with saying, "K-12 is in the process" (A-ANHS 2015).

A-NA reported that "unconsciously, the teachers have treated students like a mechanical being able to absorb and retain data being fed to them by the teachers" that some of the teachers were trying to give or feed the students with the specific and exact information from the book and the same information would be expected to be seen in the test paper. A-NA mentioned also that students were treated like a "mechanical being" which takes away from students/learners the freedom of learning, creative thinking and deprives them from opening up their thoughts and opinion and there was no evidence of students' participation here. It was all about the teacher, a teacher-centered classroom. Somehow, as the researcher, I could relate in here, it was true during my times. He added that there were required to submit test questions two weeks before the actual exam and because of that, it "unconsciously makes the teachers remember the test questions and tend to expound more on the topic." A-NA knew for sure that students will be able to answer the question, but according to him "it pre-empts the student's ability to think for themselves. It becomes more like a spoon feeding in the RBEC." A-NA last statement is very strong and it is the truth, a truth that should not be taken for granted. In the previous section, several teachers shared that before it was "spoon feeding" (A-NA 2015).

Second: The progress in the learning of the students while putting them as the center of the learning process like UbD® did.

A-ANHS gave a profound answer in this question. She shared that in the K-12 curriculum the learners are the center of the process. Unlike before, when the curriculum before they are teacher-centered. K-12 is learner-centered. The K-12 curriculum, she added, made students become innovative and that for her innovation is very important. They can stand with themselves (A-ANHS 2015).

A-NA gave a lengthy and meaningful answer. He responded that "UNDERSTANDING has actually occurred." He explained that, "BEC by design, students will be asked to discover the idea behind the topic first through exploration before actually being discussed by the teacher." He said that at the end of exploration, students have already drawn up specific conclusions about the topic by the time the teacher starts making questions and explanations. Students also compare their perception about the topic to the idea that the teacher is telling them. "At the end of the day, the student identifies if his conclusion were wrong or right compared to what the teacher says."

A-NA asserts that at the end of the day, at that point, "the student gets a much more understanding because understanding generally came from the part of the learner rather than from the teacher who keeps on talking and trying to fit the lesson into the students' heads." He added that it was also at that point that the student becomes more "on-hand" with the learning process and because of that they therefore becoming closer to understanding.

A-NA also testified that he has witnessed in some observation periods that "students became much noisier in the class because the exploration style allowed them to talk with each of the group members or talk against the other students in the room." He also said that he has witnessed "an increase in the number of hands raised for a question because you will really see in the eyes of the students that they are drawing conclusion in mind and comparing them with what the teacher says." He said that the result of it was students were able to participate better in class (A-NA 2015).

Third: The administrators' opinion on the ways putting the students at the center of the

learning process affects the performance of the teachers.

A-ANHS was very strong in her statement,

> If a curriculum focuses on the learner as the center of the teaching process it is really a big help to the performance of the teachers because the teacher is only used as a facilitator. You are going to facilitate and all the things in the classroom must to do by the students by themselves. So, you see, less task from the teacher, right? If the teacher could act as a good facilitator but if the teacher is still traditional, there is no implementation at all (A-ANHS 2015).

A-NA asserted that "I believed it should not affect teachers. Because no matter the curriculum, putting the learning in the center of the process is a must. RBEC, UBD, BEC or even K12, whatever curriculum there is, the end in mind of the teacher should be the student's understanding of the things being talked inside the classroom." A-NA is true when he said that. That no matter what curriculum the school is implementing, the teachers should always make it sure that students' learning would be the focus and student should be the priority. He also added that, "this is also the point where I believe passion is important. Without passion, students will not be in the center of the learning process" (A-NA 2016).

Both administrators gave a very profound true statement. They are right that no matter the curriculum is, putting learners in the center is not an option but rather a must and without that act teaching may lose its purpose.

Ways that Understanding by Design® Bring Transformation in the Selected Students

This last portion of the administrators' response deals with their perspective on how UbD® made an impact to the selected students.

First: The general performance of the students before UbD® came.

A-ANHS noticed that the K-12 students are smarter because K-12 is learner-centered. "They need to be the presider of the certain discussion of the topics inside the classroom," the learners are more active and participative and the learners are more proactive when this happens (A-ANHS 2015).

A-NA declared clearly that he saw more participative students. He also stated that even those students who are not really good at exams "started to come out of their shells because the UBD® favored those who are active in class." In his explanation, he said that

> UBD® method is a method where teachers teach the lesson in such a way that students learn about it on their own. However, the participation of the student is a must. This became an opportunity for other students to do what they are good at. In short I saw a greater level of participation and classroom discussion within the class. However, I didn't see much difference in achievement levels because the NAT exams during that time still didn't turn out positively for us. Maybe because it is still too early to tell and at the same time it was only implemented for a short period of time (A-NA 2016).

Second: Ways UbD® affect in the development of the learning of the students.

In the development of students' learning, A-ANHS noticed that this K-12 is broader than the other curriculum. "We have different strands and tracts to be considered if you reach the senior high school. If they need to undergo with Tech Book for the academic, for the certain management and others."

A-NA reported that "it became as stimulus for the students wherein they are forced to learn how to understand the lesson by design or understand it for themselves it gets discussed by the teacher." We could sense in this statement the negativity of the old curriculum that was so harsh on the side of the students. Everything was discussed by the teacher and the students' obligation was to understand it on their own but it is expected of them to state it in with "exact words" just like what the teachers have said. With the UbD, "the students have become more participative and exploratory. It also allowed them

to develop a sense of investigative skills." I believe the co-founders of UbD® would be happy to hear this response. In the facets of understanding of UbD®, the aim is to intensify the students' learning and understanding (A-NA 2016).

Third: The difference in the learning performance of the students before and after UbD®

was used in the curriculum and assessment making in your school.

A-NA shared that just like what he said in the previous questions, "it was cut short." The believed that the "performance that appeared during and after its implementation is impossible to accurately describe any changes. If there was there might be somewhat insignificant changes" (A-NA 2016).

Fourth: The administrators' observations on how does UbD® help in your curriculum as it assist students in the understanding of where they heading and why they are heading there.

A-ANHS answered this question by saying that learning K-12 depends upon the needs of the industry. "As I told you, in senior high school, they have to think whether to continue undergo with Tech Book or whether they will go with Academics. It depends on the need of the industry." She did give an example that like in a bakery, if they need bread and pastry in their place then as the school, there is a need for them to support for the student's sake so that they make this happen after senior high school. She added, "I firmly believe, after K-12 senior high school, most of the students would be employed and some of them will continue their degree." With this statement we could see that she is confident that K-12 brings and leads students to where are heading to in their lives.

A-NA shared that, "With the RBEC, I felt that we were doing something the same over and over again. With the advent of UBD®, we were given a new strategy that

actually was liked by the students and favored those who are better in discussion rather than in written exams" (A-NA 2016).

Fifth: In your opinion, what are the strengths and weakness of UbD®?

UbD® was weak when it was implemented in the sense of readiness. A-ANHS said that there was so much to be prepared for the lesson execution. She added that relationship is good between teacher and students during their discussions.

A-NA declared that, "I didn't like the idea of the removal of the lesson plan." To him, he believes that in order for a teacher to be effective inside the room is that when she or he came into the class, the teacher has to be prepared. "The blue print of this preparation is actually the source of confidence and mastery inside the classroom which gives the students the feeling of assurance and reliability towards the teacher" (A-NA 2016).

The next section would be the presentation of the interview reports from the curriculum officer from the Department of Education. Most of the answer were in written transcript submitted through an email and other details was through a phone call.

Category IV: DepEd Curriculum Officer's Perspective on the Impact of UbD® in the Selected Schools

Ways Understanding by Design® brings transformation in the schools.

UbD® did not only make its contribution to the students, teachers, and schools but first of all, it was found out in this study that UbD® made its way first to the curriculum department of the Department of Education in the Philippines. In this section, a preview of the curriculum history in the Philippine Education is presented; ways UbD® made its way in the curriculum planning; and the key valuable things UbD® has brought into Philippine education as it meets the state standards.

First: The curriculum the Philippine Department of Education has been using

throughout these years.

C.O.-DepEd answered through a table presentation the curriculum history in the

Department of Education in the Philippines. We could see the table below that from 1989

to 2010, learning materials were only textbooks and teacher's manuals. However, in the

revised NSEC we could see that it was UbD® based and to point it out, learning

materials were embedded in it. K-12 Basic Education Program came after the

implementation of NSEC (New Revised Secondary Education Curriculum) which was

UbD® based.

Table 3: Curriculum History in Philippine Education

School Year	Curriculum	Curriculum Attributes	Learning Materials
1989-2002	1989 New Secondary Education Curriculum (NSEC)	Dept. Order No. 11, s. 1989	Textbooks and Teacher's Manuals
2002-2010	2002 Basic Education Curriculum (BEC)	Dept. Order No. 43, s. 2002, Dept. Order No. 37, s. 2003	Textbooks and Teacher's Manuals
2010-2012	2010 Secondary Education Curriculum (NSEC)	Dept. Memorandum No. 186, s. 2010 UbD® -based	Teacher's Guides (Learning Materials are embedded here)
2012-Present	K -12 Basic Education Program	Institutionalized through the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). See Rule II, Section 10.2 for curriculum attributes.	Learning Modules and Teacher's Guides

Second: Ways UbD® framework made its way into the curriculum planning of Philippine Education.

C.O.-DepEd shared that,

In 2005, Dr. Eugenia Moraleda, then Chief of the Curriculum Development Division, Bureau of Secondary Education, embarked on a review and revision of the Learning Competencies based on Erickson's book *"Concept-based Curriculum and Instruction"* (1998). It is a standard-based curriculum that intends to develop students' conceptual understanding through the demonstration of products and performances that are authentic i.e., simulations of what experts do in real life. Upon Dr. Moraleda's retirement, Dr. Lolita M. Andrada pursued this initiative, this time using McTighe and Wiggins' Understanding by Design (UbD®) Curriculum Model, which I believe, was inspired by Erickson's Concept-based Curriculum Model. The purpose of both curricula is to develop authentic, deep thinking among students, for them to construct meanings from their understanding of concepts and to contribute to the generation of knowledge, and not remain passive recipients of information.

Third: The key valuable things UbD® has brought into Philippine Education as it meets

the state standards (Note: *state* standards should read *learning* standards.)

C.O.-DepEd explained in writing that, "the introduction of UbD® as a curriculum

model facilitated encouraging transformations, as follows:

1. It transformed the culture of curriculum development at the Curriculum Development Division of the Bureau of Secondary Education. The conceptualization process between and among learning area teams (of curriculum specialists) was iterative, interdependent, thorough, exhaustive, and painful (as Malcolm Knowles would describe the process of andragogy). We, curriculum specialists, were challenged and inspired to think out of the box, to always think of outcomes (what students can get in the long term from learning a concept) and to do extensive reading and deep thinking ourselves. Most of us are happy with what we came up with as a result of this process, for we consider the curriculum guides, learning modules and teaching guides as our legacy to the Filipino youth.

2. It challenged the teachers to gear away from their usual ways of teaching (i.e., using the banking method described by Paolo Freire in his *Pedagogy of the Oppressed)* to inspiring students to generate new meanings from their classroom activities and transcend the limitations of merely knowing isolated bits of information.

3. It encouraged students to think outside and beyond the box by having them infer deep conceptual understandings from topics discussed. Student outputs are simulations of what they will actually do or produce when they become professionals after finishing school. They are encouraged not only to produce a product or demonstrate a skill, but to think of how these indicators of understanding can contribute to their community and to their personhood development (C.O.-DepEd 2015).

Fourth: UbD® affects in the overall performance of Philippine Education.

With this question, C.O.-DepEd said that it is difficult to answer. She said that I need

to define what I meant by "performance." She felt that that there is a need for me to put a

handle on this variable. She stated that when one is clear on definition of performance,

they can only then get perceptions on specific indicators, but not on actual data.

Ways UbD® Affect the Teaching Ability of the Educators?

C.O.-DepEd was also asked how UbD® affect the teaching ability of the educators. However, not of the questions regarding the teachers and the students were not answered by the curriculum officer since she is not in a position to answer the questions. First: Tell me about the way of teaching teachers in the past years before UbD® came into the Philippines.

She said that, "In UbD® classrooms, students interact and are actively engaged in the activities."

Second: The change that occurs in the teaching ability of the teachers upon the implementation of BEC (Note: 2010 SEC, not 2002 BEC) curriculum with UbD® in it.

C.O.-DepEd said that she is not in a position to answer this. That, "monitoring of classes are done at the regional, division and school levels."

Third: Evaluation of the effectiveness of the teachers. In a scale of 1 to 10, when 1 is the lowest and 10 is the highest score, rate the progress of the teaching ability of your teachers while using UbD. Defend your answer.

The same as the previous question, C.O.-DepEd said that she is not in a position to answer this. That, "monitoring of classes are done at the regional, division and school levels."

Fourth: Evaluation of the performance of the schools. In a scale of 1 to 10, when 1 is the lowest and 10 is the highest score, rate the progress of the overall performance of the schools while using UbD®. Defend your answer.

The same as the previous question, C.O.-DepEd said that she is not in a position to answer this. That, "monitoring of classes are done at the regional, division and school levels."

Ways Ubd® Has Impacted The Teachers As They Have Put The Learner At The Center Of The Learning Process

First: Tell me how the teachers regard the learners in the learning process in the past years before UbD®.

C.O.-DepEd said that teachers regarded learners "as recipients of information."

Second: The progresses (should be "learning gains" or increments) in the learning of the students while putting them the center of the learning process.

C.O.-DepEd admitted that students become "reflective thinkers, ask questions and pose problems. They are open to continuous learning."

Third: Ways that putting the students at the center of the learning process affect in the performance of the teachers.

C.O.-DepEd said that she is not in a position to answer this. That, "monitoring of classes are done at the regional, division and school levels."

Ways That Understanding By Design® Brings (Should Read "Bring") Transformation In The Selected Students

In the questions for this section, C.O.-DepEd said that she is not in position to answer these questions either. Rather, she suggested to interview teachers, division supervisors or school division superintendents.

Based on the responses of C.O.-DepEd., we could see that UbD® is embedded in the K-12 curriculum that has been implemented in the Philippines nationwide. It is

important to note that UbD® has brought significant milestones in the curriculum development and enhancement in the Philippines.

Compilation of Findings

There are four key findings which this study suggests to answer the research problem. Each of these findings is presented according to the data categories: a) Learners, b) Facilitators, c) Administrators, and d) Curriculum Officer from DepEd. The findings are based upon the data and the sub-problems of this study.

First, Understanding by Design® embedded in the curriculum made an impact in the development of learning in selected schools.

Each of the selected students are different in their own ways. They came from different family backgrounds. Though most of them came from a poor family yet their intention of coming to school differs from each other, too. It was found out that in this research that these six different students from two different schools share some of the same thoughts in their experience at school.

The figure below provides a visual depiction off the summary of students' responses. I used MAXQDA in analyzing the data.
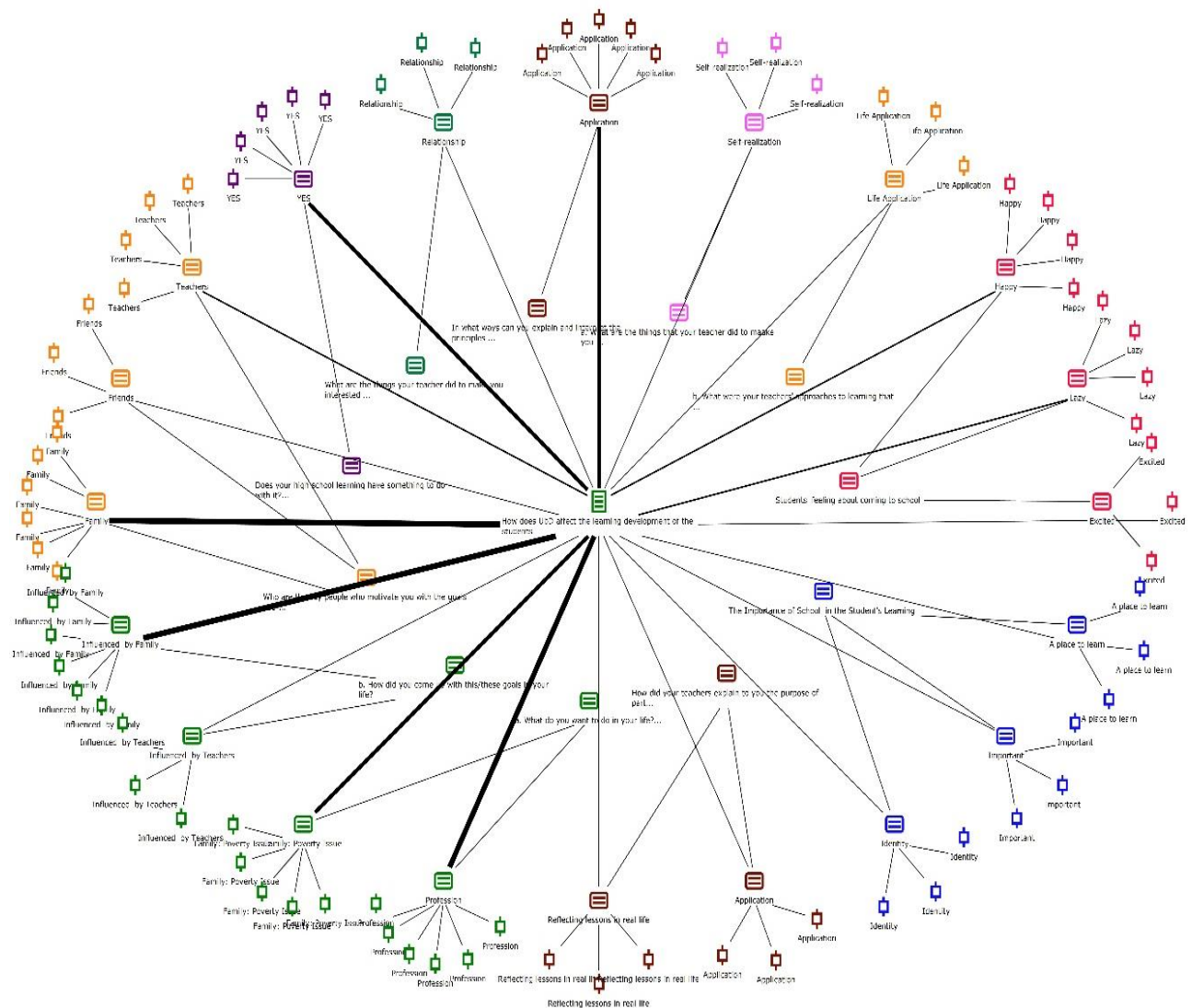

Figure 9: Summary of Students' Responses

All the lines in this chart are connected to the base which is the sub-problem of the problem statement. Connected to the base are the coded segments and its sub-codes and codes segments. The weight of the line emphasizes the importance of the code which was based on its occurrence in the students' responses. Looking at this visual summary, we could see that "family" and its influence has great significance in the lives of the

students and the poverty becomes an influence for them to reach their dreamt professions. We could not argue to that fact that family is the first influence to the students. Now, the other two heavy lines are for the codes that relate to school. For one sub-code and code segments all of the students claimed "yes" that the school one was significant in the things that they wanted to do in their lives and the other is for "application." These two are related to one another. Long-term goals which is in the first stage of backward design was met here. The "application" code was marked thrice here, too which means that students strongly affirmed its importance on how their teachers emphasized it and on how they performed it (application) not only in school but also at home and its influence to the professions that they wanted to take. The codes "self-realization," "relationships," and "identity" show that students never failed to mention and emphasize these because they are also very important to them. Other codes that were not mentioned in this summary do not mean that those are not important, but they are important, too and their place in the students' learning development could not be taken away. As the researcher, I conclude that there are many factors in the students' learning. Each are important but, there are factors that really contributed more than others did. This does not mean that those factors are superior to others. However, all of it complements each other and without the other, factors with greater contribution might not be effective as they are.

Second, Understanding by Design® framework made an impact in the strategies of teaching in selected schools.

Teachers are arguably regarded as the "final curriculum" (Armstrong 2014). In the course of this study, it appears that teachers' perspectives on teaching differ from

each other. However, they also agree at one point that learners or students are the reason for their existence as teachers.

Below is the visual portrayal of the teachers' responses in this research. I used the MAXmaps' Case Study Model in analyzing the data.
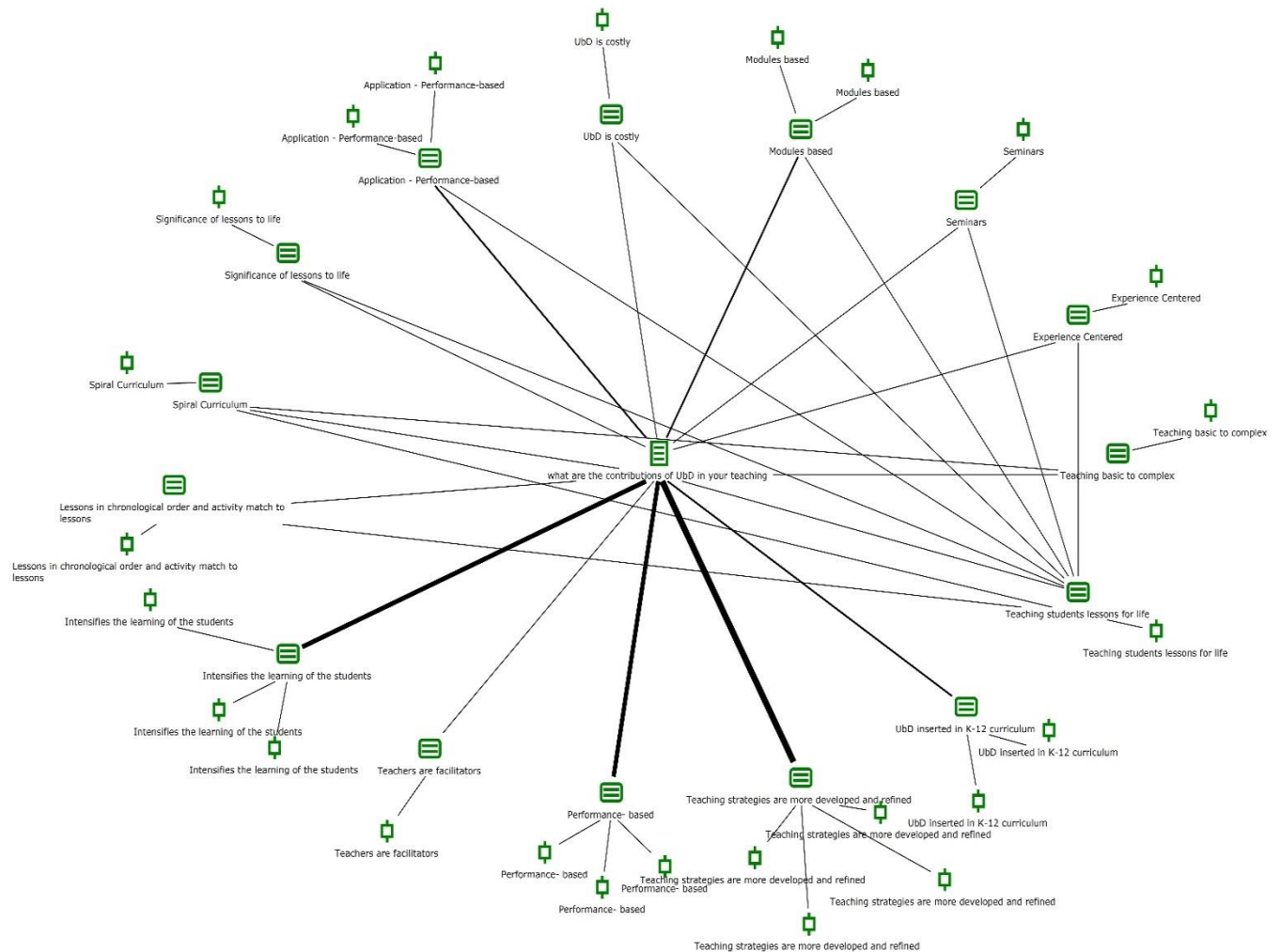

Figure 10 – Contributions of UbD® in the Strategies of Teaching

Teachers in their responses frequently mentioned that UbD®/K-12 intensifies the learning of the students. They also admitted that somehow in UbD® teaching strategies are more developed and defined; and it was more on a "performance-based" or "application." Respondents mentioned these things whenever they believed it is needed to

be mentioned. "Intensifies the learning of the students" supports the goal of UbD® that

learners' understanding to reach higher level more than it used to be. Also, these

responses meet the goal of UbD® to help teachers teach lessons in an effective way.

It is also important to note that as we could see in Figure 10, there was another

meeting point in addition to the base. The other meeting point was in the code "teaching

students lessons for life." It could be clearly seen here that teachers do not teach subjects

but rather teachers teach students. It was interesting to know that these became their

second meeting point (However, the most remarkable notation from this diagram is that it

shows one item that has far more interconnected relationship to other factors. "Teaching

Students lessons for life" is meaningfully connected to nine out of fourteen other

contributions. This strongly affirms the positive influence of UbD® to the strategies of

teaching in the selected schools). I believe that a reason behind this as one analyzes the

data is the reaffirmation of the teachers, administrators and curriculum officer statement

that "students are the reason of the teaching profession" and they are there to "guide

students." This particular analysis relates to John Dewey's statement, "Education,

therefore, is a process of living and not a preparation for living" (Dewey 1897, 78).

Lastly, it also appears here that no matter what curriculum the school has, it is the

teachers' creativity and decision on how he or she will teach his/her students.

Third, Administrators' Perspectives on UbD®'s impact on the teachers and students.

In this research, it was found out that UbD® has contributed both to the teachers (teaching strategies) and students (learning development). Below is a visual presentation of the transcript analysis.
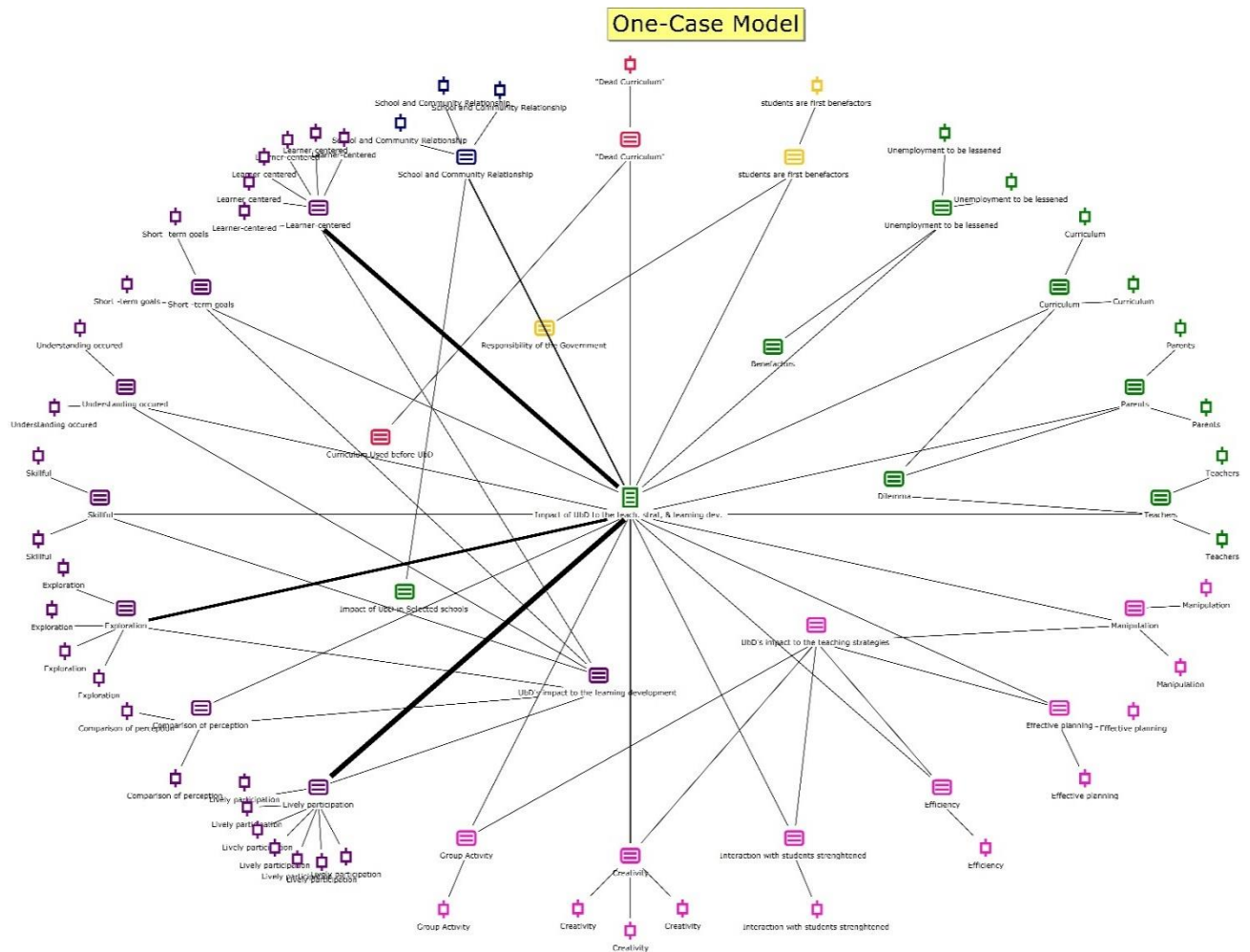

Figure 11: Contribution of UbD® to the Teaching Strategies and Learning Development

The presentation obviously shows the emphasis to the following code and coded segments: lively participation, learner-centered, exploration, creativity, and school and community relationship. The data shows that in the UbD® classroom it happened and it is expected that these mentioned codes are present. Out of the five dominating codes,

three are directs to the students, one is for the teachers and one for the relationship of school and community. I struggled on the result for I expected more that the student and teacher would be equally important. However, the result signifies that it is more about the students. It is also important to note here that of all that attributes to the teachers, "creativity" was the high one which came out here. My analysis is that, UbD® helps teachers to think creatively to teach lessons more effectively. One thing it says is that teachers became more creative; and indeed, because of the teachers' creativity, students became more participative. More exploration to their lessons happened and it shows that it was indeed a learner-centered environment for the students.

Another important thing that the presentation show is the two new meeting points where most segments or lines meet. The new meeting points aside from the base were the codes for UbD's impact to the teaching strategies and to UbD's impact to the learning development. As the researcher, I would say that these two could not be separated from each other. They complement each other, so that one could not be completed without the other.

In addition, in the administrators' perspective (as it could be seen in the presentation of this model) support for the curriculum which has been implemented by the government nationwide has a significant role that the curriculum implemented nationwide. Lastly, we could see that there was also an emphasis on the school-community relationship which is important. In the K-12 now, the long-term goal is to secure employment to the students' after they finish the program.

Fourth, the Impact of UbD® in the Philippine Education Curriculum

C.O.-DepEd. shared that there were several curricula that Philippine secondary education has been using before UbD® came. She also shared that the curriculum department is always thinking and planning for effective instruction (C.O.-DepEd 2015).

MaxMaps was used to give a clearer picture of what has happened in the curriculum when UbD® came.
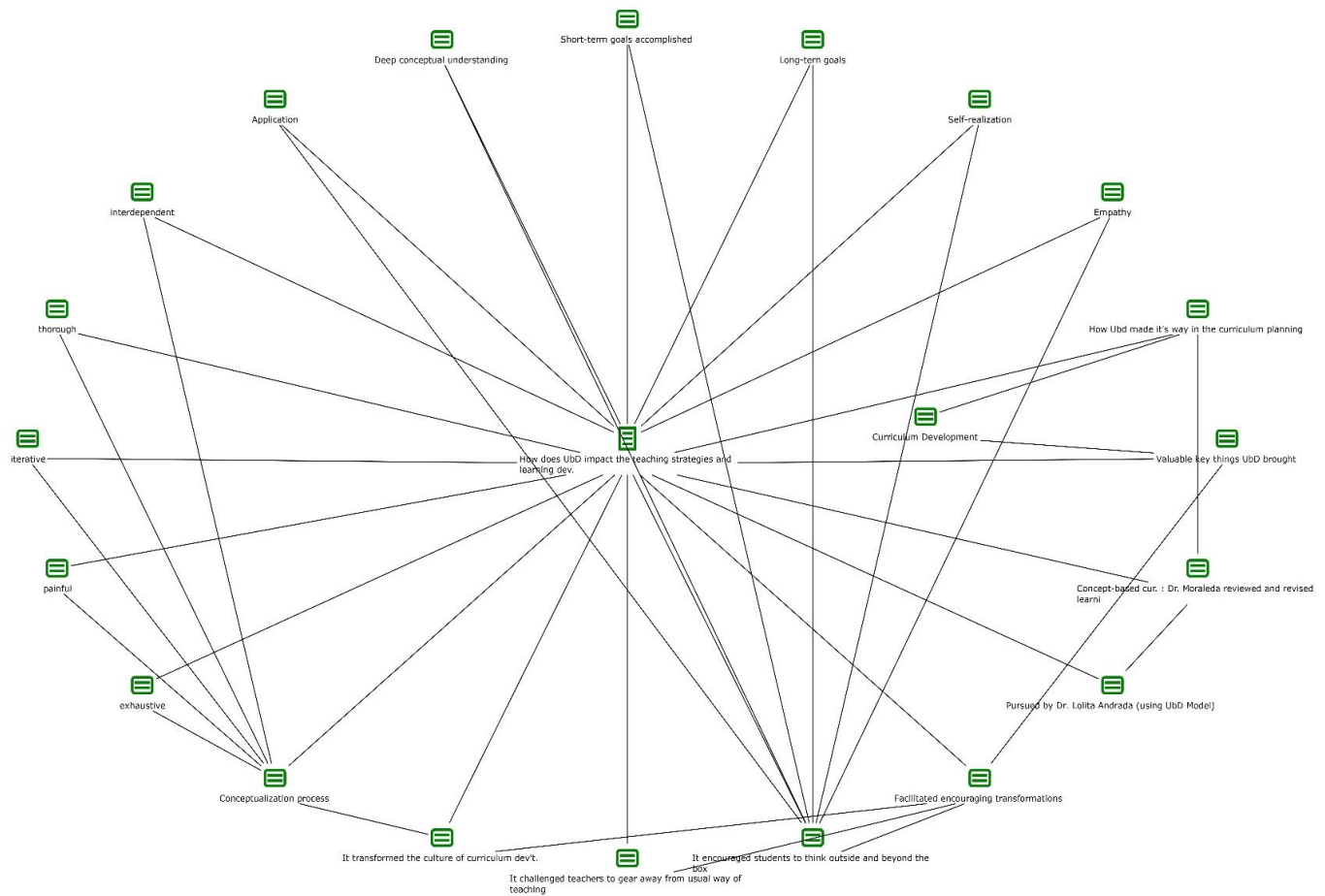

Figure 12: Contribution of UbD® in the Development of Philippine Curriculum

There are several important matters that Figure 12 indicates. First, UbD® has brought transformation to the culture of the curriculum development. To the curriculum planners of the Department Education, the conceptual process in adopting or embedding

UbD® has been a journey to be known and to be appreciated. It was indicated there that the conceptual process was painful, thorough and exhaustive. We could also see that the two new meeting points were the codes for "conceptual process" and that of the "students think beyond and outside of the box" (or exploration). For the teacher, an effective curriculum instruction was planned for them to assist and guide them to achieve and identify desired results for the students. The teachers are already beneficiaries of the sacrifice of the curriculum specialists for them to use the modules. To the students, the curriculum was created to be "learner-friendly" to them. However, it also demands much from the students and the expectations are great. The following are mainly expected from the students: application, deep conceptual understanding, short-term and long-term goals accomplished, realization, and lastly, empathy.

Ubd has its own strengths and weaknesses mentioned in this paper. For students, it helped them in many ways as it intensifies their learning. For teachers, it did helped them in some ways. It developed and enhanced their teaching strategies. For administrators, they witnessed how students and teachers classroom interaction become lively and interesting. For the curriculum department, it was stated that it transformed the curriculum. However, it has also its own weakness. First, for the students, they have to exert more effort and it could be that at the end of the day they might not be able to be as effective as they were in their last class than on their first classes. For teachers, they have exert more effort in thinking and designing activity and also financially tight.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter focused on the summary, the conclusion, other findings and the recommendations the researcher derived from the data gathered.

Summary

This study was conducted among four selected schools in the Philippines, namely: Angeles City National Trade School (ACNTS), Aldea National High School (ANHS), Makati High School (MHS), and Nazarene Academy, Angeles (NA). It also included the interview with the Curriculum Officer from the Department of Education (DepEd). I used interviews, observations and documents' analysis as data collection instruments. Six respondents from ACNTS, seven respondents from ANHS, one respondent from MHS, one respondent from NA, and one from DepEd participated in this study. This study answers the question "How did Understanding by Design® Framework impact the strategies of teaching of teachers and the learning development of students in four selected high schools in the Philippines?" In attempting to answer this question, I also considered five subsets of research problems which probed into the following areas: 1) What are the demographic characteristics of selected students?, 2) What are the demographic characteristics of selected teachers?, 3) In what ways does Understanding by Design® bring transformation in the four selected schools?, and 4) In what ways does Understanding by Design® bring transformation in selected students? Although, the findings cannot be generalized to all schools, this chapter discusses the findings related to

each of research questions and the recommendations for other schools' curriculum implementation which may flow from the findings.

This study was guided by the theoretical framework of Understanding by Design® and its six facets of understanding and its three stages of backward design.

Data collection and analysis were guided according to the six facets of understanding of UbD® framework. I

 used a qualitative, descriptive approach to find the answer to the research problem. The primary data for the study was gathered using a qualitative interview guide for conducting personal interviews with respondents. As a means of triangulating and supplementing this data, I also gathered additional data using personal observation notes and some documents on DepEd memorandum. I acknowledges personal subjectivities when interpreting the data that may rise from two sources: from personal experiences in education and from pre-set ideas about the UbD® framework before conducting the study.

Conclusion

Based on the results of the study, I concluded that UbD® framework has made an impact in the selected schools as well as in the curriculum development in the Philippines. In the learners' perspective, UbD® contributed in their school experience in various significant ways.

First, UbD® affected in the development of the learning of the students. Under UbD®, coming to school produces different emotions than before; the school has great importance in the lives of the learners; teachers facilitated in the learning of the students;

and students were able to understand deeply the purpose of the particular lessons. Next, UbD® affected on the understanding of where the students are heading and to the reason why they are going there. Also, UbD® affected the students' participation in activities and the engaging and hooking of their interest and imagination. Under UbD®, students learn actively; students were more interested in class; learners were given numerous ways to demonstrate their understanding of the lessons, and students were able to explain and interpret the principles that they have learned in different ways.

Lastly, UbD® affected the students as they reflect, revisit, revise, and rethink their knowledge and their growing understanding. Under UbD®, students were able to reflect on their lessons and also learners were able to think more deeply on the lessons they were studying, and lastly, by the help of their teachers, students were able to reflect, revisit, and revise their growing knowledge and understanding.

Secondly, UbD® made an impact and great contribution on the teaching strategies of the teachers. It affected the way they teach their students. It has also affected their readiness before going to class. By the help of UbD® teaching strategies were redefined, developed and enhanced. It did help the teachers to teach students effectively and the results are very evident on the students' responses. UbD® has also helped teachers to put learners more as the center of the learning. It helped them to be creative enough to make the environment more "friendly" and more "lively," and in addition to that exploration and participation were strengthened. Lastly, UbD® is also favorable to the teacher because the school atmosphere is dominated by the students' activities which requires less effort to them aside from the demand of their creativity. It should be noted though that one administrator reported that his test scores for the school did not improve during

that time period. He felt that it may have been too short of a time period in order to make a true judgement though. He also did not feel that it was good for the teachers to no longer use a traditional lesson plan.

Thirdly, UbD® made an impact and significant contribution to the curriculum development in the Department of Education. UbD® has brought "transformation in the curriculum culture" of the Philippines. First, it was implemented as being embedded in the BEC curriculum that only lasted for two years. It was presumed that UbD® was "phased out" in the history of Philippine Education, but that was not the case. The truth was, because of that, the curriculum was evaluated and curriculum specialists pursued for the development of the curriculum. UbD® became the "shadow" of the K-12, our present curriculum. The six facets of understanding were embedded in the curriculum.

Learners are the reason of the teaching profession. But in one sense teachers are the "final curriculum." Also, the curriculum department has struggled and underwent painful revisions for a better curriculum. Looking and reviewing on the history of education, I could say that there is nothing new in the field of education. The history of education "repeats itself." All the educational ideologies keep coming back and forth. None of these three: learners, teachers, or the curriculum are superior to one another in balance. The three need each other and they are in "give and take" relationship.

How do these findings relate to Christian Education? Morita Dialing in her thesis declared, "Christian education is not something we may choose to give or not to give to children," this is supported by Howard Hendricks emphasis that, "Christian education is not an option, it is an order, it is not a luxury, it is life. It is not something nice to have, it is something necessary to have. It is not extraneous, it is essential. It is our obligation, not

merely an option" (cited in Dialing 2013, 1-2). Both of them are saying that Christian education is a basic need for all children. UbD® framework has made its way in the transformation of the culture of education in Philippine schools. UbD® could be an important tool in transforming the culture of education in our churches especially in the Sunday school, outreaches and other ministries that concern to educating not only children but in all departments too. Before the world could disciple our children and truth is the world is already educating them to be in its culture, it is our responsibility as the church to educate the next generation according to John Westerhoff, "Religious education needs to include the family, public schools, community ethos, religious literature, and church life" (Dialing 2013, 2). The church has become so relaxed in the past years and this is now the challenge for us to wake up and educate children in a way that they could "transfer their learning" to "real life" as found at in this study. UbD® framework could be a solution or helping hand for Christian education just like it has in the selected schools of this study.

Recommendations

Based on the findings of the study, I recommend the following to learners/students, parents, facilitators/teachers, administrators, Philippine Curriculum Department, and for further study.

Recommendations to the Learners/Students

Learners have to be serious and make the most of the knowledge, information and opportunity to develop which they are offered in school. Learners have to intentionally give importance to the lessons that their teachers offer to them. Learners are strongly

encouraged to grab the opportunities given to them to explore their abilities, talents and even weaknesses. They are encouraged also to give serious attention as their teachers guide them in the application of the lessons they learned and in the evaluation of where they are going to in their lives. Also, learners are reprimanded not to abuse the good relationships their teachers offer which they have to maintain and they should give the respect that their teachers deserved. The advantage of UbD® design is that it is focused on the learner. But the advantage will not be availed without diligence on the part of the student.

<div align="center">Recommendations to the Facilitators/Teachers</div>

The school teachers have to avail themselves of more seminars, trainings, and workshops to help them develop and enhance their teaching strategies (especially thoroughly mastering UbD® for it to be used most effectively). Teachers have to make the learners as the center of the classroom learning and learning avenues through creative and intentional activities which would always be made available to the learners. Teachers as facilitators are recommended to always remind themselves that they are there to guide and facilitate the learning of the students, to explore together with them and to value their opinions as they together hand-in-hand discover what the lessons mean, individual instruction should be fully implemented. Also, it is advised that teachers should still maintain their status as the teachers in authority over the classroom despite the good UbD® learner-facilitator relationship and they should still maintain respect and to teach learners their value. Also, it is advised that teachers will schedule and maintain a healthy communication with the parents for the learning development of the students.

Recommendation for the Parents

Parents are recommended to spend quality and intentional time with their children. Parents are encouraged not to compare their children to one another or to other people because it lowers the self-esteem and self-value of the students. It is also advised that they will have a healthy dialogue with the teachers to keep track of what is happening in the lives of their children at school. Even though UbD® is a better design to help students reach their goals and become who they want to be, it requires the cooperation of the parents with the school to achieve the best results.

Recommendations for Administrators

The school has to be intentional in the learning development of the students. With this, it is recommended that the school needs to send teachers for more seminars and trainings for their benefit and to the learners. Also, administrators must maintain a good relationship with parents for the continuous learning and progress in the application of what they have learned in school. Also, they should maintain a healthy relationship with the community where students could serve.

Recommendation to the Philippine Curriculum Department

The curriculum has to make its goal to be a "learner-friendly" curriculum. Also, it advised that the curriculum department itself conduct surveys in schools to assess the effectiveness of the curriculum to the students, not only by paper-based tools but in other various ways.

Recommendations for Further Study

I recommend that a similar study be conducted to other schools in the Philippines. Whereas even the pilot schools chosen for this study were selected based on their proximity to the researcher, some of those schools who first implemented UbD but were in other areas of the Philippines could possibly bring greater perspective if they were to be included in a study of this type. Perhaps it could be quantitative or at least a combined methodology. Also, using the same method and questionnaire used in this study, it is recommended that the same be conducted to the same participants after 10 years to see if the students, teachers, administrators and curriculum officer perspectives toward UbD® remained the same or if this curriculum framework had lasting impact in their lives. The real testing will be with graduates later, even if not done with these same students. Only one graduate was included in this study. However, future studies which may use this model in the same schools or other schools may or may not arrive to the same result as presented in this study since each person has their own story. Lastly, it is also recommended to add additional participants in this study, particularly, the district, division and regional educational departments where the schools belong.

APPENDIX A

Email to the Curriculum Officer of DepEd

From: Christine Rosemel Dialing [mailto:christinerosemel.dialing@apnts.edu.ph]
Sent: Friday, July 17, 2015 1:56 PM
To: action@deped.gov.ph
Subject: For Madam Elizabeth G. Catao, OIC & CDD (Curriculum Development Division)

July 17, 2015

Elizabeth G. Catao

OIC, CDD
Curriculum Development Division
Department of Education

Dear Madam Elizabeth G. Catao,

Greetings!

I am Christine Rosemel O. Dialing, a student from Asia-Pacific Nazarene Theological Seminary. I have learned that Understanding by Design® Framework (UbD®) was once put into testing in thirty three pilot schools in the Philippines.

Thus, this letter serves as a request for permission from your good office to allow me to conduct an interview with the Curriculum Development Division. The title of my thesis is: "The Impact of Understanding by Design® Framework (UbD®) upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

This research will involve interviewing one representative from the curriculum development division. My primary means of research will be interview and documentation.

Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing
Master of Arts in Religious Education Student
Asia-Pacific Nazarene Theological Seminary

APPENDIX B

Letter to the School Principals/Administrators

Date:

The Principal

Angeles City National Trade High School

Angeles City, Pampanga, Philippines

Dear Sir/Madam:

Grace and peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I have learned that your school was one in the list of the Pilot High Schools where the BEC Curriculum with Understanding by Design® Framework was implemented in some parts of it.

Thus, this letter serves as request for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "The Impact of Understanding by Design upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

This research will involve interviewing three selected students of your school. Thus, this letter serves as request if I can conduct a research study in your school as one of the four schools in my research on how the UbD® framework has affected in the strategic way of teaching of the teachers and also in the development of the learning of the students. My primary means of research will be interviews.

Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing
Master of Arts in Religious Education Student
Asia-Pacific Nazarene Theological Seminary

Date:

The Principal

Makati High School

Makati City, Metro Manila, Philippines

Dear Sir/Madam:

Grace and peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I have learned that your school was one in the list of the Pilot High Schools where the BEC Curriculum with Understanding by Design® Framework was implemented in some parts of it.

Thus, this letter serves as request for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "The Impact of Understanding by Design upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

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Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing

Master of Arts in Religious Education Student

Asia-Pacific Nazarene Theological Seminary

Date:

The Principal

Aldea National High School

Tanay Rizal

Dear Sir/Madam:

Grace and peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I have learned that your school was one in the list of the Pilot High Schools where the BEC Curriculum with Understanding by Design® Framework was implemented in some parts of it.

Thus, this letter serves as request for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "The Impact of Understanding by Design upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

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Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing

Master of Arts in Religious Education Student

Asia-Pacific Nazarene Theological Seminary

Date:

The Principal

Nazarene Academy

Angeles, Pampanga

Dear Sir/Madam:

Grace and peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I have learned that your school was one in the list of the Pilot High Schools where the BEC Curriculum with Understanding by Design® Framework was implemented in some parts of it.

Thus, this letter serves as request for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "The Impact of Understanding by Design upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

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Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing

Master of Arts in Religious Education Student

Asia-Pacific Nazarene Theological Seminary

APPENDIX C

LETTERS TO THE TEACHERS OF ACNTS, MHS AND ANHS

Date:

Dear Mr. / Miss _____:

 Grace and Peace!

 I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite you to participate in a research project which will benefit you, your school Angeles City National Trade School, and the students enrolled in your school. I am interested to know how Understanding by Design® framework (UbD®) has affected in strategic way of teaching of the teachers and also in the development of the learning of the students. The title of my thesis is: "The Impact of Understanding by Design® framework (UbD®) upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education –Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

 My research will involve interviewing you on a one-on-one basis for one hour. It will be done by this month depending on your available time.

 I am aware that you may be vulnerable to someone determining what you have said during the interview. Because of this, I will protect you as much as possible by giving you pseudonym so that you will not be identified. I will give you a copy of the transcription of the interview for you to make changes if you want. You also have the right to withdraw your participation from the study.

 This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. The Commission on Higher Education and your school will be given a copy of the thesis.

 I humbly request for your support and I am looking forward to your favorable response. Thank you so much for your kind consideration and support.

 The Lord bless you and keep you always!

Respectfully yours,

CHRISTINE ROSEMEL ONOFRE DIALING

Please sign below if you are willing to participate in this study.
Signature _____
Printed Name _____
Date _____

March 17, 2015

Dear Mr. / Miss _____:

Grace and Peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite you to participate in a research project which will benefit you, your school Aldea National High School, and the students enrolled in your school. I am interested to know how Understanding by Design® framework (UbD®) has affected in strategic way of teaching of the teachers and also in the development of the learning of the students. The title of my thesis is: "The Impact of Understanding by Design® framework (UbD®) upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education –Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

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This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. The Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable response. Thank you so much for your kind consideration and support.

The Lord bless you and keep you always!

Respectfully yours,

CHRISTINE ROSEMEL ONOFRE DIALING

Please sign below if you are willing to participate in this study.
Signature _____
Printed Name _____
Date _____

March 17, 2015

Dear Mr. / Miss _____ :

Grace and Peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite you to participate in a research project which will benefit you, your school Makati High School, and the students enrolled in your school. I am interested to know how Understanding by Design® framework (UbD®) as affected in strategic way of teaching of the teachers and also in the development of the learning of the students. The title of my thesis is: "The Impact of Understanding by Design® framework (UbD®) upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education –Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

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This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. The Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable response. Thank you so much for your kind consideration and support.

The Lord bless you and keep you always!

Respectfully yours,

CHRISTINE ROSEMEL ONOFRE DIALING

Please sign below if you are willing to participate in this study.
Signature _____
Printed Name _____
Date _____

APPENDIX D

LETTERS TO THE STUDENTS OF ACNTS AND ANHS

Date:

Dear Mr. / Miss _____ :

Grace and Peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite you to participate in a research project which will benefit you, your school Angeles City National Trade School, and the students enrolled in your school. I am interested to know how Understanding by Design® framework (UbD®) has affected in strategic way of teaching of the teachers and also in the development of the learning of the students. The title of my thesis is: "The Impact of Understanding by Design® framework (UbD®) upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education –Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

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This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. The Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable response. Thank you so much for your kind consideration and support.

The Lord bless you and keep you always!

Respectfully yours,

CHRISTINE ROSEMEL ONOFRE DIALING

Please sign below if you are willing to participate in this study.
Signature _____
Printed Name _____
Date _____
Date:

Dear Mr. / Miss _____ :

Grace and Peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite you to participate in a research project which will benefit you, your school Aldea National High School, and the students enrolled in your school. I am interested to know how Understanding by Design® framework (UbD®) has affected in strategic way of teaching of the teachers and also in the development of the learning of the students. The title of my thesis is: "The Impact of Understanding by Design® framework (UbD®) upon the Four Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education –Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

My research will involve interviewing you on a one-on-one basis for one hour. It will be done by this month depending on your available time.

I am aware that you may be vulnerable to someone determining what you have said during the interview. Because of this, I will protect you as much as possible by giving you pseudonym so that you will not be identified. I will give you a copy of the transcription of the interview for you to make changes if you want. You also have the right to withdraw your participation from the study.

This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. The Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable response. Thank you so much for your kind consideration and support.

The Lord bless you and keep you always!

Respectfully yours,

CHRISTINE ROSEMEL ONOFRE DIALING

Please sign below if you are willing to participate in this study.
Signature _____
Printed Name _____
Date _____

APPENDIX E

RESPONSE EMAIL FROM DEPED

From: Luisita Peralta [mailto:luperalta98@gmail.com]
Sent: Friday, August 21, 2015 6:12 PM
To: Christine Rosemel Dialing <christinerosemel.dialing@apnts.edu.ph>
Cc: Jocelyn Andaya <jocelyn.andaya005@deped.gov.ph>;
febbeth_catao@yahoo.com.ph
Subject: Re: Questionnaires

21 August 2015

Dear Ms. Dialing,

Herewith is my reply to your questions. I suggest you interview teachers, principals, division and regional supervisors, and schools division superintendents for questions on UbD implementation.

Thank you for your interest on this curriculum model and your patience.
We look forward to the culmination of your study and your sharing your findings with our office.

Luisita B. Peralta
Senior Education Program Specialist
Curriculum Development Division
Bureau of Secondary Education
DepEd

On Thu, Aug 20, 2015 at 5:15 PM, Christine Rosemel Dialing <christinerosemel.dialing@apnts.edu.ph> wrote:

August 20, 2015

Dear Ms. Lu Peralta,
Good afternoon!
Please see the attachments.
Thank you again and God bless you more!
Grace and Peace,
Christine

APPENDIX F

COPY OF RECEIPT OF LETTER TO MHS

April 20, 2015

RECEIVED
APR 2 0 2015

The Principal
Makati High School
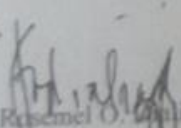Makati City, Metro Manila, Philippines

Dear Sir/Madam:

Grace and Peace!
I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I have learned that your school was one in the list of the Pilot High Schools where the BEC Curriculum with Understanding by Design® Framework was implemented in some parts of it.

Thus, this letter serves as request for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "The Impact of Understanding by Design upon the Three Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.

This research will involve interviewing three selected students of your school especially the graduates who have attended the school prior the framework was implemented and during the first years. Thus, this letter serves as request if I can conduct a research study in your school as one of the three schools in my research on how the UbD® framework has affected in the strategic way of teaching of the teachers and also in the development of the learning of the students. My primary means of research will be by data-gathering through selected interviews.

Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing
Master of Arts in Religious Education Student
Asia-Pacific Nazarene Theological Seminary

Please sign below if you are willing to allow this study to be conducted in your school.
Signature _____
Printed Name _____
Date _____

APPENDIX G

COPY OF RECEIPT OF LETTER TO ANHS

May 11, 2015

The Principal
Aldea National High School
Sitio Daong, Tanay, Rizal
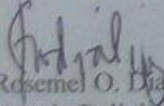
Dear Sir/Madam:

Grace and Peace!

I am Christine Rosemel Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I have learned recently that Understanding by Design® Framework was implemented in the K to 12 Curriculum that your school is currently using.

Thus, this letter serves as request for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "The Impact of Understanding by Design upon the Three Selected High Schools in the Philippines." This study is in pursuit of the degree Master of Arts in Religious Education – Teaching Ministry at Asia-Pacific Nazarene Theological Seminary.
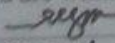
This research will involve interviewing three selected current students of your school who are under this K to 12 Program. Also, three selected teachers who are facilitators in this program. Thus, this letter serves as request if I can conduct a research study in your school as one of the three schools in my research on how the UbD® framework has affected in the strategic way of teaching of the teachers and also in the development of the learning of the students. My primary means of research will be by data-gathering through selected interviews.

Your favorable response in this request is highly appreciated.

Sincerely,

Christine Rosemel O. Dialing
Master of Arts in Religious Education Student
Asia-Pacific Nazarene Theological Seminary

_____

Please sign below if you are willing to participate in this study.
Signature _____ sign _____
Printed Name _____ BDEN S. MATAWARAN _____
Date _____ MAY 11, 2015 _____

APPENDIX H

INTERVIEW GUIDE TO THE STUDENTS

1. What are the demographic characteristics of the selected students?

   a. Tell me about yourself.

   b. Tell me about your family.

   c. Tell me about your education. In what ways does your education in the past made contribution of who you are today?

2. How does UbD® affect in the development of the learning of the students? During the UbD® time:

   a. How did you feel about coming to school to learn? Why? Can you tell me?

   b. What do you think is the importance of school in your learning?

   c. What did your teachers do to assist in your learning?

   d. How did your teachers explain to you the purpose of particular lessons and their structural elements?

3. How does UbD® affect in the understanding where the students are heading and why they are going there?

   a. What did you want to do in your life? Why? Can you tell me about it?

   b. How did you come up with these goals/ this goal in your life?

   c. How far are you along in realizing your goals?

   d. Who are the key people who motivate you with the goals you wanted to reach?

   e. Does your high school learning have something to do with this? If yes, please explain.

4. How does UbD® affect in the students' participation in activities and engaging and hooking their interest and imagination?

   a. How did your teacher help you learn actively?

   b. What are the things your teacher did to make you interested in class?

   c. What were the ways given to you to demonstrate your understanding to your lessons?

d. In what ways can you explain and interpret the principles you are learning?

5. How does UbD® affect as students reflect, revisit, revise, and rethink their knowledge and growing understanding?

a. What are the things your teacher did to make you reflect on your lessons?

b. What were your teachers' approaches to learning that helps you to reflect, revisit, revise and rethink your knowledge and growing understanding to your lessons?

c. How did your teacher help you in thinking more deeply on the lessons you were studying?

APPENDIX I

INTERVIEW GUIDE TO THE TEACHERS

1. What are the demographic characteristics of the selected teachers?

   a. Tell me about yourself.

   b. Tell me two things about your family that have made a contribution to who you are now.

   c. Tell me some significant things in your life in the field of teaching?

2. How does UbD® affect the teaching ability of the educators?

   a. How did you teach your students before you knew about UbD®?

   b. Describe your readiness before going to class?

   c. What are the contributions of UbD® in your teaching?

3. How does Ubd® framework meet the need of the curriculum planning?

   a. Evaluate yourself before on how you planned the curriculum you had to teach?

   b. Are there any changes in your curriculum planning while using UbD®? If yes, then what are they?

4. How does UbD® meet the need of assessment making?

   a. How did you prepare assessment before (without UbD®)?

   b. How does UbD® help you in some ways in making assessments for your students' learning?

   c. In what ways UbD® makes a difference and significance in your teaching through the eyes of assessment making?

5. How does UbD® impact the improvement of the use of instructional strategies in the ways of teaching of the selected teachers?

   a. Concerning instructional strategies, how did you teach your class before using UbD®?

b. Evaluate yourself on your use of instructional strategies before. In a scale of 1-10, when 1 is the lowest score and 10 is the highest score, rate yourself on how you maximize the use of instructional strategies.

6. How does UbD® impact the teachers as they put the learner at the center of the learning process?

   a. In what ways do you make the student as the center of the learning process? Do you think it is important? And how?

   b. How do you feel about UbD® as a tool for making the students the center of the learning process?

   c. What are the differences and the progress in using this approach? How do you see your students now?

APPENDIX J

INTERVIEW GUIDE TO THE ADMINISTRATORS

1. What are the demographic characteristics of the selected administrator?
   a. Tell me about yourself.
   b. Tell me two things about your family that have made a contribution to who you are now.
   c. Tell me some significant things in your life in the field of teaching?

2. How does Understanding by Design® bring transformation in the four selected schools?
   a. Tell me about the curriculum your school was using for many years before UbD®.
   b. Tell me how UbD® framework made its way in the curriculum planning of your school.
   c. Name some ways that UbD® has brought key valuable things in the curriculum of your school as your school tries to meet the state standards?
   d. How does Ubd® affect in the overall performance of your school?

3. In your opinion, how does UbD® affect the teaching ability of the educators in your school?
   a. Tell me about the way of teaching of your teachers in the past years before UbD® came into your school.
   b. In your observation, how much change occurs in the teaching ability of the teachers upon the implementation of BEC curriculum with UbD® in it?

   c. Evaluate the effectiveness of the teachers. In a scale of 1 to 10, when 1 is the lowest and 10 is the highest score, rate the progress of the teaching ability of your teachers while using UbD®. Please explain.

4. How does UbD® impact the teachers as they put the learner at the center of the learning process?
   a. Tell me how the teachers regard the learners in the learning process in the past years before UbD®.

   b. What are the progresses in the learning of the students while putting them as the center of the learning process as UbD® does?

   c. In your opinion, what ways does putting the students at the center of the learning process affect in the performance of the teachers?

5. In what ways does Understanding by Design® bring transformation in the selected students?
   a. Tell me about the general performance of the students before UbD® came.

   b. How does UbD® affect in the development of the learning of the students?

c. Cite the difference in the learning performance of the students before and after UbD® was used in the curriculum and assessment making in your school.

d. In your observation, how does UbD® help in your curriculum as it assist students in the understanding of where they heading and why they are heading there?

e. In your opinion, what are the strengths and weakness of UbD®?

APPENDIX K

INTERVIEW GUIDE TO THE CURRICULUM OFFICIAL

OPEN-ENDED QUESTIONS FOR THE CURRICULUM DIVISION OF PHILIPPINE DEPARTMENT OF EDUCATION (HIGH SCHOOL)

1. How does Understanding by Design® bring transformation in the four selected schools?
    a. Tell me about the curriculum the Philippine Education has been using throughout these years.
    b. Tell me how UbD® framework made its way in the curriculum planning into Philippine Education.
    c. In some ways, what are they key valuable things UbD® has brought into Philippine Education as it meets the state standards?
    d. How does Ubd® affect in the overall performance of Philippine Education?

2. How does UbD® affect the teaching ability of the educators?
    a. Tell me about the way of teaching teachers in the past years before UbD® came into the Philippines.
    b. In your observation, how much change occurs in the teaching ability of the teachers upon the implementation of BEC curriculum with UbD® in it?
    c. Evaluate the effectiveness of the teachers. In a scale of 1 to 10, when 1 is the lowest and 10 is the highest score, rate the progress of the teaching ability of your teachers while using UbD®. Defend your answer.
    d. Evaluate the performance of the schools. In a scale of 1 to 10, when 1 is the lowest and 10 is the highest score, rate the progress of the overall performance of the schools while using UbD®. Defend your answer.

3. How does UbD® impact the teachers as they put the learner at the center of the learning process?
    a. Tell me how the teachers regard the learners in the learning process in the past years before UbD®.
    b. What are the progresses in the learning of the students while putting them as the center of the learning process?
    c. In what ways does putting the students at the center of the learning process affect in the performance of the teachers?

4. In what ways does Understanding by Design® brings transformation in the selected students?
    a. Tell me about the general performance of the students before UbD® came.
    b. How does UbD® affect in the development of the learning of the students?
    c. Cite the difference in the learning performance of the students before and after UbD® was used in the curriculum and assessment making in your school.

d. In your observation, how does UbD® help in your curriculum as it assist students in the understanding of where they heading and why they are heading there?

e. What are the strengths and weakness of UbD®?

APPENDIX L

EMAIL TO JAY MCTIGHE

On Tuesday, March 8, 2016 5:10 PM, Christine Rosemel Dialing
<rosemel2820@yahoo.com> wrote:

Dear Dr. Jay,
Thank you for your response and your assistance :)
Blessings,

Christine

From: Jay Mctighe <jmctigh@aol.com>
To: rosemel2820 <rosemel2820@yahoo.com>
Sent: Mon, Mar 7, 2016 9:22 pm
Subject: Re: Understanding by Design

Hello Christine,
I will send your request to several members of the UbD Training Cadre and ask them to
reply to you if they are available to be an external reader. I will ask them to respond to
you directly.

Best wishes,

Jay McTighe

On Monday, March 7, 2016 2:44 AM, Christine Rosemel Dialing
<rosemel2820@yahoo.com> wrote:

March 7, 2016

Dear Dr. Jay,

Greetings!

I am going to defend my thesis this coming 15th. The suggestion to have one
representative from Commission on Higher Education did not work at all because CHED
is no longer allowed to sit as external reader. I was thinking if one of the two experienced
members of UbD Training Cadre would be interested to be my external reader for my
defense.

Thank you,

Christine :)

On Monday, March 16, 2015 10:20 PM, Christine Rosemel Dialing
<rosemel2820@yahoo.com> wrote:

March 16, 2015

Dear Dr. Jay,

Warm greetings from Philippines!

How are you?

I started my Field Research today for the Chapter 4 and 5 of my Thesis. It was very
challenging. Anyway, I finished interviewing one teacher today. The response is just
like the response in the US. He said that in the traditional curriculum he prepared his
lessons a day before but with UbD in the Revised Secondary Curriculum, he planned a
week before the lessons. He said that during those times he came to class with the goal in
mind. He said it was very good. Especially seeing students overcoming their shyness and
interacting with one another and thinking creatively to apply their learning in another
situation is heart-warming. He said that in the 19 years of his teaching, there is more
fulfilment now in his heart knowing that students learned to apply their learning in a real
setting. I am going back there tomorrow. It was just heart-breaking to know that it was
dissolved when K-12 penetrate our educational system. I am excited to know more of the
results of this research. I wish to present this to our DepEd with the approval of my
Thesis Adviser. How I wish all students would have experienced this also and also
teachers.

Grace and Peace,

Christine

On Thursday, November 27, 2014 1:28 AM, Jay Mctighe <jmctigh@aol.com> wrote:

Hello Christine,
Thank you for your inquiry. I am sorry that I will not be able to serve on your doctoral
committee due to many obligations of writing, travel and family. However, I can
recommend two experienced members of the Understanding by Design Training Cadre
who may be interested in working with your committee. Let me know if you would like
me to inquire with them.

Best wishes,

Jay

-----Original Message-----
From: Christine Rosemel Dialing <rosemel2820@yahoo.com>
To: Jay Mctighe <jmctigh@aol.com>
Sent: Tue, Nov 25, 2014 8:24 pm
Subject: Re: Understanding by Design
November 26, 2014

Dear Dr. Jay McTighe,

Warm Greetings from the Philippines!

It's been a long time since my last email to you. I've been working on with my Thesis
Proposal. This week, my thesis Adviser Dr. Clark Armstrong told me that I am ready for
my Thesis proposal defense. Part of the thesis panel, we need to have an external reader
and that is someone who is not connected in our school Asia-Pacific Nazarene
Theological Seminary.

My thesis adviser and I we're thinking of who it would be and you came in my
thought. You and Grant Wiggins are one who know more UbD than any of us. I'm
nervous to have you in the panel but it will be a life-long learning I believe. Would you
be willing to become part of my Thesis Panel despite of your busy schedules?

Our Academic Dean Dr. Floyd Cunningham said that during the Thesis Proposal we don't
need an external reader but during the Final defense we do and that would be hopefully
around February next year.

I am looking forward for your favorable response to this.

Thank you for helping get started with my Thesis. I've learned a lot!

God bless you more!

Grace and peace,

Christine Rosemel O. Dialing
MARE in Teaching Ministry Student
Asia-Pacific Nazarene Theological Seminary

On Thursday, August 21, 2014 9:05 PM, Jay Mctighe <jmctigh@aol.com> wrote:

Here is one more paper for you.

Good luck!

Jay

---- Original Message ----
From: Christine Rosemel Dialing <rosemel2820@yahoo.com>
To: jmctigh <jmctigh@aol.com>
Sent: Thu, Aug 21, 2014 12:35 am
Subject: Re: Understanding by Design
Hi Dr. Jay,

Good day!

Thank you for helping me getting started with this!   The papers you sent me helps me a lot in my understanding about UbD. By the way, Dr. Clark included UbD in one of our sessions and told my classmates about you. 🙂

Finally, I have now my Thesis Topic Approval and Consent Form. It's a great privilege of me that you are sharing to me papers about it. The more I study UbD, the guiltier I am as a Sunday School teacher and it helps me also in my teaching to Sunday school, street children ministry and outreach ministry.   Thank you again and God bless you more!

With lots of thanks and appreciation,

Christine

On Tuesday, August 12, 2014 2:38 AM, "jaymctighe@verizon.net" <jaymctighe@verizon.net> wrote:

 Hi Christine,
I came across two research items that may be useful to you (attached).

Best wishes,

Jay McTighe

On 07/15/14, Christine Rosemel Dialing<rosemel2820@yahoo.com> wrote:

July 15, 2014

Dear Dr. Jay McTighe:

Greetings from the Philippines!

You may be surprised to receive an email from me and I hope that this email will reach you.

I am Christine Rosemel Dialing, 22 years old. I am Filipino and right now I am taking my Master's Degree in Religious Education Major in Teaching Ministry here at Asia-Pacific Nazarene Theological Seminary. I am in my second year and I am starting working with my Thesis Proposal. My Thesis Title is: The Transformation Impact of Understanding by Design Approach in Three Selected Pilot Schools in the Philippines.

This approach of Understanding by Design was introduced to me by my teacher back in college during my Teaching Strategies Class, I was in my 2nd year, 18 years old. Our teacher showed us the video (I forgot already the title but I cannot forget the content of it), I do not know but at that time I am sure that God has put something in my heart that someday if I will an educator, I will not just teach for the sake of teaching but aim for the transformation in the lives of the learners.

UbD first came to the Philippines last 2007 but until today it is not yet known to all schools. I've been searching for books about it but sadly in our library here in the school, we don't have it. I've been researching online and look for resources about UbD and I hope I will get hold some of those books soon. I hope I can have information from as one of the founders of this UbD approach and I hope also that you can be my Primary source for this research.

Thank you.

The Lord bless you and keep you always!

Sincerely,

Christine Rosemel O. Dialing
MARE in Teaching Ministry Student
Asia-Pacific Nazarene Theological Seminary
Ortigas Ave. Ext., Kaytikling, Taytay, Rizal 1920 Philippines

APPENDIX M

RESEARCH PAPER ON DEEPER LEARNING TRANSFER FROM JAY MCTIGHE

On Deeper Learning - Transfer

From the National Academy of Sciences:

Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century

Available as a download from: http://www.nap.edu/catalog.php?record_id=13398

We define "deeper learning" as the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations (i.e., transfer). Through deeper learning (which often involves shared learning and interactions with others in a community), the individual develops expertise in a particular domain of knowledge and/or performance (see Chapters 4 and 5). The product of deeper learning is transferable knowledge, including content knowledge in a domain and knowledge of how, why, and when to apply this knowledge to answer questions and solve problems.

We refer to this blend of both knowledge and skills as "21st century competencies." The competencies are structured around fundamental principles of the content area and their relationships rather than disparate, superficial facts or procedures. It is the way in which the individual and community structures and organizes the intertwined knowledge and skills—rather than the separate facts or procedures per se—that supports transfer. While other types of learning may allow an individual to recall facts, concepts, or procedures, deeper learning allows the individual to transfer what was learned to solve new problems.

Research has identified features of instruction that are likely to substantially support deeper learning and development of 21st century competencies within a topic area or discipline. For example, we now know that transfer is supported when learners understand the general principles underlying their original learning and the transfer situation or problem involves the same general principles—a finding reflected in the new Common Core State Standards and the NRC science framework, which highlight learning of general principles. Similarly, in solving problems, transfer is facilitated by instruction that helps learners develop deep understanding of the structure of a problem domain and applicable solution methods, but is not supported by rote learning of solutions

to specific problems or problem-solving procedures. This kind of deep, well-integrated learning develops gradually and takes time, but it can be started early: recent evidence indicates that even preschool and early elementary students can make meaningful progress in conceptual organization, reasoning, problem solving, representation, and communication in well-chosen topic areas in science, mathematics, and language arts. In addition, teaching that emphasizes the conditions for applying a body of factual or procedural knowledge also facilitates transfer.

• [All relevant agencies] should support the development of curriculum and instructional programs that include research-based teaching methods, such as:

- Using multiple and varied representations of concepts and tasks, such as diagrams, numerical and mathematical representations, and simulations, combined with activities and guidance that support mapping across the varied representations.
- Encouraging elaboration, questioning, and explanation—for example, prompting students who are reading a history text to think about the author's intent and/or to explain specific information and arguments as they read—either silently to themselves or to others.
- Engaging learners in challenging tasks, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning processes and the status of their understanding.
- Teaching with examples and cases, such as modeling step-by-step how students can carry out a procedure to solve a problem and using sets of worked examples.
- Priming student motivation by connecting topics to students' personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than grades or scores.
- Using formative assessment to: (a) make learning goals clear to students; (b) continuously monitor, provide feedback, and respond to students' learning progress; and (c) involve students in self- and peer assessment.

For instruction focused on development of problem-solving and metacognitive competencies, the committee recommends:

> • Designers and developers of curriculum, instruction, and assessment in problem solving and metacognition should use modeling and feedback techniques that highlight the processes of thinking rather than focusing exclusively on the products of thinking. Problem-solving and metacognitive competencies should be taught and assessed within a specific discipline or topic area rather than as a stand-alone course. Teaching and learning of problem-solving and metacognitive competencies need not wait until all of the related component competencies have achieved fluency. Finally, sustained instruction and effort are necessary to develop expertise in problem solving and metacognition; there is no simple way to achieve competence without time, effort, motivation, and informative feedback.

Components of Deeper Learning

Researchers have characterized the suite of knowledge and abilities that are used in the process of deeper learning in various ways. For example, when Anderson et al. (2001) updated Bloom's 1956 taxonomy of learning objectives, they included three types of knowledge and skills: (1) knowledge (e.g., facts and concepts); (2) skills (e.g., procedures and strategies); and (3) attitudes (e.g., beliefs). In Chapter 2, we proposed that knowledge and skills can be divided into three broad domains of competence: cognitive, intrapersonal, and interpersonal.

Mayer (2011a) suggested that deeper learning involves developing an interconnected network of five types of knowledge:

- Facts, statements about the characteristics or relationships of elements
- in the universe;
- Concepts, which are categories, schemas, models, or principals;
- Procedures, or step-by-step processes;
- Strategies, general methods; and

- Beliefs about one's own learning.

Earlier in this chapter, we noted that mentally organizing knowledge helps an individual to quickly identify and retrieve the relevant knowledge when trying to solve a novel problem (i.e., when trying to transfer the knowledge). In light of these research findings, Mayer (2010) proposed that the way in which a learner organizes these five types of knowledge influences whether the knowledge leads to deeper learning and transfer. For example, factual knowledge is more likely to transfer if it is integrated, rather than existing as isolated bits of information, and conceptual knowledge is more likely to transfer if it is mentally organized around schemas, models, or general principles. As the research on expertise and the power law of practice would indicate, procedures that have been practiced until they become automatic and embedded within long-term memory are more readily transferred to new problems than those that require much thought and effort. In addition, specific cognitive and metacognitive strategies (discussed later in this chapter) promote transfer. Finally, development of transferable 21st century skills is more likely if the learner has productive beliefs about his or her ability to learn and about the value of learning—a topic we return to later, in the section on the intrapersonal domain.

Table 4-2 outlines the cognitive processing of the five types of integrated knowledge and dispositions that, working closely together, support deeper learning and transfer.

TABLE 4-2 What Is Transferable Knowledge?
Type of Knowledge Format or Cognitive Processing

- Factual Integrated, rather than separate facts
- Conceptual Schemas, models, principles
- Procedures Automated, rather than effortful
- Strategies Specific cognitive and metacognitive strategies
- Beliefs Productive beliefs about learning

     SOURCE: Adapted from Mayer (2010).

Deeper learning involves coordinating all five types of knowledge. The learner acquires an interconnected network of specific facts, automates procedures, refines schemas and mental models, and refines cognitive and metacognitive strategies, while at the same time developing productive beliefs about learning. Through this process, the learner develops transferable knowledge, which encompasses not only the facts and procedures that support retention but also the concepts, strategies, and beliefs needed for success in transfer tasks. We view these concepts, thinking strategies, and beliefs as 21st century skills.

This proposed model of transferable knowledge reflects the research on development of expertise, which, as noted above, has distinguished differences in the knowledge of experts and novices in domains such as physics, chess, and medicine (see Table 4-3). Novices tend to store facts as isolated units, whereas experts store them in an interconnected network. Novices tend to create categories based on surface features, whereas experts create categories based in whereas experts create categories based in structural features. Novices need to expend conscious effort in applying procedures, whereas experts have automated basic procedures, thereby freeing them of the need to expend conscious effort in applying them. Novices tend to use general problem-solving strategies such as means-ends analysis, which require a backward strategy starting from the goal, whereas experts tend to use specific problem-solving strategies tailored to specific kinds of problems in a domain, which involve a forward strategy starting from what is given. Finally, novices may hold unproductive beliefs, such as the idea that their performance depends on ability, whereas experts may hold productive beliefs, such as the idea that if they try hard enough they can solve the problem. In short, analysis of learning outcomes in terms of five types of knowledge has proven helpful in addressing the question of what expert problem solvers know that novice problem solvers do not know.

TABLE 4-3 Expert-Novice Differences on Five Kinds of Knowledge

Knowledge	Novices	Experts
Facts	fragmented	integrated
Concepts	surface	structural
Procedures	effortful	automated
Strategies	general	specific
Beliefs	unproductive	productive

SOURCE: Adapted from Mayer (2010).

APPENDIX N

UBD WHITE PAPER FROM JAY MCTIGHE

RESEARCH BRIEF
No. 11-002

A Study of the Raffles Programme at the Raffles Girls' School, Singapore

Peter G. Taylor, Dennis Kwek and Audrey Foo

THIS PROJECT INVESTIGATED the Raffles Programme (RP), a whole-school curriculum reform in Raffles Girls' School. Data was collected through various methods in order to examine the planning, implementation and enactment processes of the RP. Key factors that contributed to, or impeded, organizational and pedagogical innovation in the school were identified. The achievements of the reform process at the level of classroom practice were also documented. The research found that the RP had been implemented with fidelity, and that substantial change in classroom practice has resulted. There was also considerable evidence that these changes have become embedded in the school's culture, including classroom culture, and tend to be highly supported by the school and curriculum leaders, teachers and students.

INTRODUCTION

This project investigated the Raffles Programme (RP), a whole-school curriculum reform in Raffles Girls' School (RGS). The catalyst for the reform was the Ministry of Education's decision to allow schools to offer an Integrated Programme catering to the academically most able students. This provides students with the opportunity to proceed from secondary school to junior college without having to take the 'O'-level examinations.

A substantial body of international evidence suggests that sustainable pedagogical innovation depends on systemic changes at the classroom level, supported by cultural and organizational changes at the school level.

KEY IMPLICATIONS

- *Policy:* A focus on leadership, learning and resources contributed to the success of the Integrated Programme at the school level. These aspects are interrelated and consistent with organizational learning through exploration.

- *Practice:* The success of the RP can be attributed to teachers who demonstrated a respect for students as people and learners, and who were able to systematically nurture and assess the development of students' self-directed learning, critical thinking, social awareness and engagement.

- *Research:* Sustainable pedagogical innovation depends on systemic changes at the classroom level, supported by cultural and organizational changes at the school level.

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Three themes run through the relevant Singapore-related literature. First, in Singapore, new policy tends to be the principal catalyst for reform attempts. Second, the school-level response to that policy tends to focus on surface-level compliance. Third, development of that response tends to have a relatively brief time frame—speed is essential, due in part to rapid policy changes.

The overall curriculum design for the RP is based on the principles of exemplary gifted education, specifically the principles of van Tassel-Baska's (1986) integrated curriculum model. This model asserts that the needs of gifted learners are best met by: advanced content; high-level process and product work; intra- and inter-disciplinary concept development and understanding; and social and emotional learning.

In the RP curriculum framework, there are four curriculum organizers: macro-concepts (based on the *Understanding by Design* framework of Wiggins & McTighe, 2005); philosophy; character and leadership education; and research studies. These provide links between the various disciplines, so that a unified world is presented to the students.

Macro-concepts are the "big ideas" of the disciplines —abstract concepts like *change, systems and energy*—that are developed and expressed differently in the various disciplines.

Philosophy and character and leadership education promote the development of "caring and critical thinking". Each discipline cares about a particular aspect of the world and has its own approach to critical thinking, and students are introduced to these fundamental aspects of each discipline.

Research studies is both a pedagogical approach as well as an area of study (e.g., Research Studies as a subject). This means that the students' sense of curiosity, creativity, self-directed learning and disciplined inquiry skills can be systematically nurtured.

The project examined RGS's whole-school curriculum reform effort. The objectives of the project were:
1. to critically examine the impact of planning, implementing and enacting the RP;
2. to identify key factors contributing to, or impeding, organizational and pedagogical innovation; and
3. to document the achievements of the reform process at the level of classroom practice.

RESEARCH DESIGN

The research was conducted in RGS over the school year 2009. A qualitative case study approach was adopted. Data was collected from four sources: document archives, interviews, classroom observations, and researcher field notes. The overall approach to data collection involved a graduated multi-step process of immersion in the context.

The first step was to review the school's archive of documents in relation to the initial stages of the RP development.

The second step involved semi-structured interviews with 8 school leaders, such as the principal and deputy principals. The third step involved focus group interviews with 10 curriculum leaders, such as heads of department and subject heads.

The fourth step involved classroom observations and video recording of 143 lessons taught by 16 teachers across 7 subject areas and through all 4 secondary levels. These were subsequently coded and analysed using quantitative methods.

The fifth step involved focus group interviews with 43 past and present students.

Content analysis was an ongoing and integral component of the research. It was used as a means to systematically search for commonalities, themes and patterns in the data, to reduce it or to focus its meaning in relation to the particular intentions of this project.

KEY FINDINGS

The research found that the RP had been implemented with fidelity, and that substantial change in classroom practice has resulted. It also found considerable evidence that these changes have become embedded in the school's culture, including classroom culture, and tend to be strongly supported by the school and curriculum-level leaders, teachers and students. The findings on whole-school curriculum reform may be classified into three categories.

Planning, Implementing and Enacting the RP
The success of whole-school curriculum reform could be attributed to the following key aspects:
1. A range of presage issues meant there was school-wide trust in the school's leadership and

confidence in the possibility of a school-wide curriculum reform.

2. Leadership at the school and curriculum levels acknowledged that fundamental learning requires risk-taking and time to achieve reform. It also recognized and optimized the structural and enabling conditions, such as creating local networks required for exploration and subsequent organizational learning.

3. A school-wide mandate catalysed action, including collaboration between schools and a clear understanding of the time frame for response.

4. An internal infrastructure promoted constructive communication within and between departments, and between school leaders, teachers and students.

5. A highly strategic and systematic approach to the reform process maintained a consistency of direction while promoting constant tailoring to the demands and opportunities at each stage.

Organizational and Pedagogical Innovation

Improvements to organizational and pedagogical strategies included:

1. An organizational philosophy consistent with the notion of a learning organization, including both exploration and exploitation.

2. A strategic alignment of intentions with resources, especially internal resources that could be used to build teachers' professional capacities and confidence.

3. Engaging students as partners in the process of change, particularly at the classroom level.

Building Teacher Professionalism

A strong focus on teacher professional capacity and identity has resulted in the cultivation of students to be self-confident, self-directed, socially aware, engaged and able to think critically. This arose from the following:

1. Teachers' professional capacities were fostered, including a respect for students as people and learners.

2. Teachers could systematically nurture and assess the development of professional capacities and the attitudes, beliefs and values that underlie them.

3. Teachers were committed to continue in developing professional capacities in ways that responded to the needs and levels of the students.

IMPLICATIONS

When reporting what we had found from the classroom observations and interviews to the school in November 2009, we identified aspects of impact or potential impact through a SWOT analysis. These were organized under the headings of *curriculum*, *pedagogy* and *assessment*.

Collectively they reflect the development of both a new and adaptive local learning infrastructure, and the enactment of a vibrant student- and learning-centred culture in most observed classrooms. We use the term co-pedagogy to express this new dynamic.

For Curriculum

The Integrated Programme opens up curriculum space for teachers to experiment and create learning opportunities for students. There is a shift from curriculum coverage to student learning, with a strong priority on student learning and engagement.

Students are seen as learners and are taught dispositions and values towards learning. This is seen predominantly in the inclusion of subjects such as Research Studies and Philosophy. These dispositions and values are potentially applicable to all subject areas, including the sciences and mathematics.

We saw that the teaching of dispositions and values through Research Studies and Philosophy also allowed for cross-departmental conversations to occur. This can help in the development of integrated performance tasks.

Task designs were loosely framed to allow students to differentiate the tasks in terms of their intellectual ability and pace. In the lessons observed, there were examples of students self-selecting tasks based on their own perceived competency level; in essence, a form of task differentiation.

There was strong control of the delivered curriculum by teachers who saw themselves as purposeful and had a clear sense of direction. There were interesting and highly engaging approaches to classroom teaching, with the flexibility for adaptation to students' needs.

For Pedagogy

Good pedagogy is seen to position students as active learners, with the pedagogical load being shared between teacher and students. The school had expert teachers who were able to adapt lessons according to students' needs and levels. The students allowed for the teachers to employ creative pedagogical methods.

There was a strong sense of personalized pedagogy. Pedagogy was seen as embodied, emoted and contextualized. There was a form of personalization of understanding by the students, as they began to connect emotionally and intellectually with the tasks and subject matter.

The pedagogy used to teach Philosophy exposed students to ways of understanding knowledge and to peer interactions which helped constructive learning by encouraging them to be active participants in knowledge construction and critique. Furthermore, co-pedagogy was observed in classes, where there was a sharing of epistemic authority.

The Humanities teachers were able to weave numerous connections between subject matter, students' prior knowledge and common-sense experiences. This helped to build a strong conceptual knowledge base from which to engage with the subject matter critically and creatively.

A more consistent use of pedagogical practices across other subjects could be considered. Practices such as the Community of Inquiry or Paul's (1992) Wheel of Reasoning could be constructively engaged to help student learning. Creating an interdisciplinary curriculum and assessment tasks as well as interdisciplinary forms of pedagogy could also help.

For Assessment

There were interesting and engaging performance tasks for students. We noted that the presence of carefully designed assessment tasks and rubrics allowed students to be aware of the level of achievement required of them.

We observed formative assessment being used in classrooms for students to get feedback on their own practice; for example, the use of iterative scaffolding for success.

However, we noted that there is room for greater integration of performance tasks across subjects. This would minimize the proliferation of tasks students are required to do.

Teachers should also look into the notion of "feedforward", and assessment for learning rather than assessment of learning. They are encouraged to consider the idea of a "learning journey" for students.

CONCLUSION

There is a substantial body of international evidence which suggests that sustainable pedagogical innovation depends on systemic changes at the classroom level, supported by cultural and organizational changes at the school level. This research suggests that the literature on whole-school innovation and reform underplays the importance of continuity by emphasizing change.

Our findings point to the need for continuity in some areas and change in others. Specifically, continuity is needed and encouraged in factors that support individual and organizational learning, and learning that results in changes in professional practices, including classroom practices. Attempting to change the latter as a means to achieve whole-school reform, without first establishing confidence and competence in organizational learning, would seem unrealistically ambitious.

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