The Elaboration of Content Knowledge and Pedagogy

Florisa B. Simeon
simeon.fb@pnu.edu.ph
Philippine Normal University, Centro Escolar University, Philippines

Epifania V. Tabbada
evtabbada@ceu.edu.ph
Centro Escolar University, Philippines

Abstract The research aimed to elaborate the Philippine Professional Standards for Teachers (PPST), Domain 1 Content Knowledge and Pedagogy based on the Communities of Practice (CoPs) of Araling Panlipunan teachers. The FGD was conducted to 34 purposively selected Araling Panlipunan teachers sourced from five high schools in the National Capital Region (NCR). Selection of these teachers were based on their ranks as Teacher I, II, or III and with their teaching experience of five or more years. The codes, themes and memos generated from the FGD transcripts were the basis for the development of the elaboration document. This qualitative research that utilized different sources such as FGDs, interviews and verification tools to confirm the FGD results, and triangulation assisted the researchers to determine aptness and accuracy of the gathered data. The interviews and verification process with the Master Teachers and teacher education specialists substantiated and improved the elaboration document. The research revealed the Content Knowledge and Pedagogy of teachers relevant to the teaching of Araling Panlipunan. This research suggests that elaboration be conducted in other specific learning areas, other PPST domains, and with larger number of participants and broader verification in the country.

Introduction

To improve the quality of education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) envisioned "Education for All" (UNESCO, 2017). Likewise, Sustainable Development Goal 4 (SDG 4) of the agenda "Education 2030" based on the Incheon Declaration and Framework for Action, ensures inclusive and equitable quality education, and promotes lifelong learning opportunities for all. This SDG also guarantees that teachers are empowered, adequately recruited, well-trained, professionally qualified, motivated, and supported within well-resourced, efficient and effectively governed systems (UNESCO, 2016). Connectedly, the Organization for Economic Cooperation and Development (OECD) - Center for Educational Research and Innovation (CERI) views teaching as a knowledge-rich profession with teachers as learning specialists (OECD-CERI, 2016), thus, teachers are expected to continuously process and evaluate new knowledge relevant for their professional practice. Subsequently, the ASEAN Qualifications Reference Framework (ASEAN AQRF, 2020) aims to provide a common reference to enable comparisons of education across participating ASEAN Member States (AMS). In response, the national government institutionalized the Philippine Qualifications Framework (PQF) through the enactment of Republic Act No. 10968, which describes the levels of educational qualifications and sets the standards for qualification outcomes.

Adhering to the aforementioned international and national demands to improve the quality of education in the country, the Department of Education was mandated to implement the Enhanced Basic Education Act of 2013. This

landmark reform sought to make Philippine education at par with international standards by adding two more years to basic education and revitalizing the basic education curriculum. To support the aforesaid reform, the Department of Education issued Order No. 42, s. 2017 which recognizes the Philippine Professional Standards for Teachers (PPST) in the continuing professional development and advancement of teachers based on the principle of lifelong learning. To support the efforts to improve the quality of education, the country's National Center for Teacher Education (NCTE) through Republic Act No. 9647 provides the continuing professional training and development of all teachers and optimizes the potential of the country's teaching force.

Focusing on teacher development as informed by the standards, one of the researchers, as a members of the Faculty of Behavioral and Social Sciences, participated in several programs to explain the role of PPST in education. Such involvement introduced the dearth and necessities for PPST elaboration in Specific Learning Areas (SLAs) like the Araling Panlipunan. The elaboration of standards serves as an important process to understand that different subject areas share the responsibility to attain quality education for all through teacher quality. Standards also contribute to the professional development of teachers and are not meant to penalize them or make the job of teachers difficult, but rather intend to help teachers to prepare and to make teaching easier and enjoyable. Hence, this research contributes to the body of knowledge on teacher quality and provides a process on how to elaborate the content knowledge and pedagogy in specific subject areas like the Araling Panlipunan.

Reviewed literature established the importance of teacher quality as similarly shared by educators like Ingvarson (2012) and Darling-Hammond (2012). Likewise, the SEAMEO INNOTECH (2010) research on the teaching competency standards in Southeast Asian countries

underscored that in the Philippines, a competent teacher is one of the most significant elements of the country's education system. The researchers concur that well-written standards serve as a blueprint of teacher quality; and guide to improve the performance of teachers; hence this research aims to set the same goal for the teachers of Araling Panlipunan.

The scope of PPST is a broader and more complex range of the teaching and learning situations, thus elaboration is essential to help the Araling Panlipunan teachers determine the appropriate content knowledge and pedagogy through their Communities of Practice (CoP). To emphasize the role of CoP, a systematic literature review conducted by Abigail (2016) revealed that CoP can make a difference to educators' practices. One of the issues addressed by the PPST was to negate the idea of "one size fits all". This research was developed from the perspectives of teachers because content knowledge is highly related to the kind of pedagogies that a teacher implements in classes. Soliciting examples of good practices and pedagogies from the practitioners, develops a sense of ownership and responsibility. However, the dearth of Specific Learning Area (SLA) illustrations of practice necessitated this research to elaborate the seven strands under the PPST, Domain 1 Content Knowledge and Pedagogy: *(1) Content knowledge and its application within and across curriculum areas; (2) Research-based knowledge and principles of teaching and learning; (3) Positive use of ICT; (4) Strategies for promoting literacy and numeracy; (5) Strategies for developing critical and creative thinking, as well as other higher-order thinking skills; (6) Mother tongue, Filipino and English in teaching and learning; and (7) Classroom communication strategies* (DepEd Order No. 42, s. 2017, p. 5).

The need to articulate the standards into practice could be informed by the different factors, and this could be done by establishing the specific content knowledge and

pedagogy of Araling Panlipunan teachers. No matter how promising any education program is, its success ultimately lies in the hands of the teachers who implement it. Teachers are among the curriculum decision-makers along with the textbook publishers, the government, and the discipline supportive professional associations (Jorgensen, 2014). The teachers are the ones who translate learning goals and objectives into actual learning outcomes in the classroom. It is, therefore, necessary that teachers possess a mastery of their subject content, are equipped with the tools for effective teaching, and most importantly are regularly reflecting on their teaching for continuous improvement.

The CoP compliments the elaboration, and the practice of elaboration was applied in various dimensions of communities such as education. The Araling Panlipunan teachers are considered one community with common characteristics and practice, and it is the basis for the elaboration of PPST Domain 1 Content Knowledge and Pedagogy to add more information to existing, relatively simple information to create a more complex, emergent whole. During the conduct of this research, there is no similar research associated with the elaborate teachers' practice based on PPST, and the main intent of elaboration is to develop a quality document that is comprehensible with specific content knowledge, teacher-guided activities, and illustrations of practice.

The Framework of the Study

Communities of Practice (CoP)

This research utilized the Communities of Practice (CoP) model as a theoretical framework in the elaboration. The CoP originated in the context of the Social Theory of Learning proposed by Lave and Wenger (1991). Notably

their work espouses the concept that learning stems from meaningful or legitimate participation by individual learners or employees as part of the community. Moreover, Wenger, Trayner, and Laat (2011) defined CoP as a "learning partnership among people who find it useful to learn from and with each other about a particular domain. They use each other's experience of practice as a learning resource". Additionally, Patton and Parker (2017) asserted that educators who apply CoP in a workplace or learning environment, generate more creative ideas, stronger relationships, and confidence to accomplish every task.

The Elaboration Theory

In the late 1970s, Charles M. Reigeluth of Indiana University developed the Elaboration Theory. He promoted an instructional design model that aims to help select and sequence content in a way that will optimize the attainment of learning goals (Reigeluth & Stein, 1983). After several years, Reigeluth (1999) expounded that the main objective of elaboration is to afford a holistic approach in the teaching and learning process, create new perspectives, and provide a well-constructed scope and sequence in the delivery of lessons. According to Smith and Weinstein (2016), the concept of elaboration can be used in a different practice, but in education, it includes several processes to be able to convey ideas and practice related to a particular subject matter. Providing real-life scenarios is also considered essential in establishing the connection of the lessons to the learners' experiences.

Content Knowledge and Pedagogy

Shulman's (1987) research on pedagogical content knowledge is also recognized as the grounding principle in this research. Educators must appreciate that content knowledge and pedagogy are interconnected and interdependent. Shulman

(1987) proposed Categories of the Knowledge Base and according to him, if the educators content knowledge will be arranged as reading resources like an encyclopedia, it will cover the following topics or themes: content knowledge (CK), general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge (PCK), knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of the educational end, purposes, and values, and their philosophical and historical grounds. For Child Inclusive Learning and Development Australia (Child Australia, 2017), which supports children's well-being, learning, and development, the main objective of pedagogy is to provide learning and achieve the optimum potential of learners. It requires an entire community to educate a child, the coming together of many stakeholders of education like political leaders, economic think-tanks and social reformists can help transform the quality of education. Similarly, UNESCO (2018) posited that pedagogical approach is fundamental in the transfer of learning, while deciding the appropriate pedagogy for a particular lesson or topic, an educator needs to consider the context of the learners, their diverse interest and characteristics, the available learning resources and even the prevailing condition of their learning environment.

Based on the ideas above, the current research theorizes that the CoP elaborates the PPST standards by detailed information from teachers. For this research, elaboration is a process of providing more details in the strands of PPST, Domain 1 Content Knowledge and Pedagogy. The CoP is a valuable model in the elaboration of the education standards, and this research determines the Araling Panlipunan teachers' content knowledge as the requisite knowledge and understanding of the concepts, ideas, theories and principles, the expected behavior; and identifying useful teacher-guided activities and illustrations of practice. Through CoP and

elaboration, this research was able to produce a document that reflects "*what teachers should know and be able to do* from the perspectives of the Araling Panlipunan teachers. The CoP and elaboration also complement in transforming the practice of teachers in the teaching and learning process through sharing.

Purpose of the Research

The main purpose of the research is to elaborate on the seven strands under Domain 1 Content Knowledge and Pedagogy based on the PPST anchored on the Communities of Practice of Araling Panlipunan teachers. Specifically, this study seeks to determine the content knowledge and pedagogy per strand, and identify useful teacher-guided activities and illustrations of practice.

Methodology

Research Design

This research employed a qualitative research approach which is more appropriate in the field of Social Science and education and to see the different major characteristics at each stage of the research process (Creswell, 2012). Specifically, this research utilized the Focus Group Discussions (FGDs) and interviews to elaborate the Philippine Professional Standards for Teachers, Domain 1 Content Knowledge and Pedagogy based on the Communities of Practice of Araling Panlipunan teachers. According to Winwood (2019), FGDs are conducted with participants in a group, rather than individually. Agreement and disagreement amongst the participants will reveal interesting insights and encourage participants to review their opinions in light of what others say.

The researchers utilized different sources such as FGDs, interviews and verification tool to confirm the FGD results, and triangulation assisted the researchers to determine aptness and accuracy of the gathered data. The researchers did document analysis on sources related to the teaching of Araling Panlipunan such as the K to 12 Curriculum Guide, Commission of Higher Education Policies, Standards and Guidelines (PSGs) for Social Studies Education program, and the curriculum standards and framework by National Council for the Social Studies (NCSS) to establish the connection of the teachers' practice and the prevailing literature. From the FGD transcriptions and the coding process, the researchers developed the elaboration document. To substantiate the answers of teachers and improve the elaboration document, the researchers also conducted interviews. After several revisions, the elaboration document was presented to a group of Master Teachers and teacher education specialists to serve as another layer of verification in order to obtain comments and suggestions to improve the elaboration document; and determine if the elaboration document reflects the Communities of Practice of the Araling Panlipunan teachers in terms of Content Knowledge and Pedagogy.

Research Protocol

Before the actual conduct of the research, the researchers sought the review and approval of the Institutional Ethics Review Committee (IERC) for the conduct of research using human participants. Based on the approved protocol, the participants were oriented about the background, objectives, and significance of the research. A consent form was also provided informing the participants that the research is confidential and assuring that the content of the proceedings is for research purposes only. The research endeavor was voluntary and all participants signed a consent form.

Participants

The participating teachers were purposively selected with predefined qualifications. The inclusion criteria are the following: earned education degree major in Social Studies, Social Science, History or other related undergraduate or graduate program; got at least Very Satisfactory (VS) rating or recommended by the Araling Panlipunan Head or Principal; with five or more years of teaching experience in any Araling Panlipunan subjects; holds Teacher I, II, III position or PPST Career Stage 2, Proficient Teachers; and is willing to join the FGD. Under the PPST Career Stage 2, "Proficient Teachers'' are described as professionally independent in the application of skills vital to the teaching and learning process and provide focused teaching programs that meet curriculum and assessment requirements.

The number of participants per school ranges from five to eight following Krueger and Casey's (2014) findings that the FGD group must be small enough for everyone to have the opportunity to share insights and yet large enough to present a diversity of perceptions. Seven Araling Panlipunan Master Teachers (MT I and II) who belong to Career Stage 3 and are classified as Highly Proficient Teachers (displaying a high level of performance in teaching) comprised the validators since their main task in school is to conduct classroom observations and provide an overall view on the teaching practice of teachers. Eight teacher education specialists from the tertiary level verified the developed elaborated documents. These specialists were included because they possess relevant competencies and experiences in developing teacher quality education programs and policies that have been instrumental in improving the education sector of the country. As Lunenberg, Dengerink, and Korthagen (2014) posited, professional educators serve as "brokers or gatekeepers" who engage actively in designing and implementing

instruction and transforming the array of possible curricula, resources, and instructional strategies.

Research Instruments

The main data collection tool for this research is the Focus Group Discussion (see Appendix A for sample FGD questions) and the interview guide (see Appendix B for sample interview questions) for the Master Teachers and the teacher education specialists to support and verify the answers of teachers during the FGD. After conducting all the FGDs, a verification tool was also designed and developed to obtain comments and suggestions to improve the elaboration document.

The FGD, interview guide questions and the verification tool were subjected to a rigid process of validation and revisions. A series of consultations with a group of Social Science specialists were conducted to refine and prepare the instruments. As mentioned by Galletta (2013), once the research instrument is developed and organized, no matter how extensive the preparation, it is considered a work in progress and necessary adjustments need to be made. A pilot session with a group of graduate students served as another layer of validation. The session was very valuable to the researcher because it gave initial feedback, provided foresight to the answers of the participants and approximated the length of time to finish the session.

Data Collection

The setting of the Focus Group Discussions with the Araling Panlipunan teachers was conducted in five high schools, in four Schools Division Offices (SDOs), from the City of Manila, Marikina City, Muntinlupa City, and Valenzuela City. The Master Teachers are from the SDOs of

Malabon City and Valenzuela City, and teacher education specialists from the Philippine Normal University. All these institutions are in the National Capital Region.

The researchers utilized different sources such as FGDs, interview and verification tool to confirm the FGD results, and triangulation assisted the researcher to determine aptness and accuracy of the gathered data in the development of the elaboration document. The different stages and specific steps were documented from the beginning to the end. Among the three stages, the development stage of the elaboration document is the most laborious part with several steps (see Table 1).

Table 1.

The Elaboration of Content Knowledge and Pedagogy

Activities	Outputs
Stage I: Planning	
1. Reviewed the existing documents	Analysis and summary of documents related to the teaching of Araling Panlipunan to support the development of the elaboration document.
2. Prepared the research instruments	FGD and interview guide questions, and the Verification tool.
3. Decided the elaboration format	Elaboration template of PPST Domain 1 Content Knowledge and Pedagogy adapted from the PPST, Domain 3 The Diversity of Learners "Elaboration of Proficient Teacher Practice" (Philippine National Research Center for Teacher Quality in 2017).
4. Defined the key concepts	Definition of terms for common understanding of the research readers and participants.

5.	Provided the related policies per strand	List of policies to serve as background for each strand.
Stage II: Collecting and Analyzing Data		
6.	Conducted Focus Group Discussions	FGD sessions about the content knowledge and pedagogies of Araling Panlipunan teachers based on their Communities of Practice.
7.	Transcribed the results of the FGD sessions	Transcription of the FGD sessions
8.	Generated the codes, themes, and memos	Codes, themes and memos from the transcription of the FGD sessions
Stage III: Developing the Elaboration Document		
9.	Organized data into content knowledge	Drafts content knowledge from codes, themes and memos for the development of the elaboration document
10.	Prepared the constructive alignment of the elaboration document	Sample teacher-guided activities and illustrations of practice from the identified content knowledge.
11.	Wrote the first draft of the elaboration document	First draft of the elaboration document

12. Verified the first draft of the elaboration document	Improved first draft from the comments and suggestions of Araling Panlipunan Master Teachers. The MTs also determined that the developed document can guide and support the content knowledge and pedagogy of Araling Panlipunan teachers.
13. Revised the second draft of the elaboration document	Revised elaboration document for the verification of the teacher education specialists.
14. Verified the Second Draft of the Elaboration Document	Improved second draft from the comments and suggestions of tertiary teacher education specialists. The TEI specialists also supported that the document is aligned with the Social Studies curriculum for teachers.
15. Revised the second draft and prepared the elaboration document	Final form of the elaboration document, the PPST, Domain 1 Content Knowledge and Pedagogy of Araling Panlipunan Teachers

Data Analysis

From the FGD transcriptions, the researchers obtained phrases and short text that are related to each strand. This process was done manually using different colors in generating codes and assigned to the list of phrases and short text, categories were applied to the codes, and later the themes were developed using longer phrases and sentences to describe the categories. The identified themes become the basis for the construction of the content knowledge. There are several revisions and reassignment of terms and even the format, labels, and descriptions were reviewed many times. The development of the content knowledge was

crucial in the construction of the teacher-guided activities and illustrations of practice. Saldaña (2015) provided seven personal attributes all qualitative researchers should possess, particularly for coding processes. First, you need to be organized; second, you need to exercise perseverance; third, you need to be able to deal with ambiguity; fourth, you will need to exercise flexibility; fifth, you need to be creative; and sixth, you need to be rigorously ethical. Talk regularly with a trusted peer, colleague, advisor, mentor, expert, or even a friend because this person can ask challenging questions the researcher has not considered and offer fresh perspectives on future directions with the study.

Findings

This research shows that the CoP and the Elaboration Theory provide more details in the strands of an education standard for Araling Panlipunan teachers. Writing the elaboration document is an iterative process that necessitates triangulation, a series of reviews and revisions. The researchers identified 36 Content Knowledge (the requisite knowledge and understanding), 67 teacher-guide activities (the active and intentional role in supporting the learning experience of the learners), and 88 illustrations of practice, (the specific examples of teacher-guided activities). Through interviews and verification, the Master Teachers and the teacher education specialists confirmed and determined that the elaboration document matched the content knowledge and pedagogy of the Araling Panlipunan teachers.

Table 2.

The Content Knowledge and Pedagogy of Araling Panlipunan Teachers

Content Knowledge (requisite knowledge and understanding)	Teacher-Guided Activities (Active and intentional role in supporting the learning experience of the learners)	Illustrations of Practice (Specific examples of teacher-guided activities) The Araling Panlipunan teacher …
1. The broad and in-depth mastery of the Araling Panlipunan content knowledge within and across other Specific Learning Areas (SLA) and display of strong pedagogical knowledge, active, reflective practitioner, and professionally independent.	• Using the multidisciplinary or interdisciplinary approach in teaching Araling Panlipunan by relating or integrating other specific learning areas like Language, Mathematics, Science and Values Education. • Using the intra-disciplinary approach in teaching to establish connections with other Araling Panlipunan subjects (learning progression) and deepen understanding of learners through a discipline approach in Social Science.	• Facilitates activities that encourage learners to compare and contrast, determine characteristics of different periods or eras, find similarities and differences, draws association using graphic organizers on particular Araling Panlipunan lessons and other subjects. Example: Asian geography with Earth Science, Demography of Asia with Mathematics and Values integration with almost all subjects • Develops learning episodes that enable learners to analyze patterns of development. Example: Asia after World War II in terms of the following: a. Historical periods and patterns b. Economic development

	c. Political policies	
	d. Social change	
	e. Geographical conditions	
	f. Cultural advancement	
	• Creates quality activities, uses effective and flexible instructional materials like modules for different teaching and learning modalities.	
	• Provides a conducive learning environment and practice peer evaluation to improve learners' performances in different activities.	• Describes and explains the connection of the local heroes and heroines like Pio Valenzuela in Valenzuela City, shows the existing shoe industry in Marikina City, and explains the geographical feature of the smallest man-made lake – the Jamboree Lake in Muntinlupa City
2. The localization of the curriculum allows meaningful and relevant learning experience and integrates local context in lessons whenever and wherever possible.	• Using lesson exemplars or conducting research that aims to understand the role of local heroes and heroines, local literature, key industry or livelihood, cuisine, significant place or event in the area or context of learners.	

3. The teaching of five themes in geography (location, place, human-environment interaction, movement, and region), its relevance in understanding both physical and human systems, different issues such as natural and man-made problems, and the application of geographical skills in real-life situations.	• Using appropriate strategies that take into consideration alternative or local indigenous learning systems. • Applying a range of multimedia resources to motivate learners and explore more about the physical and human geography of Asia using 5 themes of geography as a guide. • Utilizing research outcomes results from the Continuous Improvement Policy (CIP) of the Department of Education, and any available instructional materials in school to strengthen the interest of the learners in geography.	• Creates a learning experience for the learners to conduct an interview, observe local communities or visit museums to be able to write a research-based historical article and prepare a presentation in class or school activity. • Presents topics to learners related to geography using maps, globes, atlases, pictures, PowerPoint, games, or video presentations to visualize, establish relationships, generate synthesis about their community, country, and world. • Creates a real-life situation where learners can apply geographical skills like identifying directions, creation of the vicinity map of school or barangay, determining distance, space, landforms, water forms, or time zone. • Guides the learners to have creative presentations about the cause and effect of natural and man-made calamities, real-world solutions to solve environmental problems like tree planting, proper waste segregation, or training for basic life support in time of disaster (disaster risk reduction course).

4.	The knowledge about our past and present experiences can help learners develop their historical skills, deepen their understanding and provide perspectives in analyzing the future, and also to determine the interrelationships of time, people, events, and places from a different context.	• Designing collaborative activities to show historical understanding of learners from Kasaysayan ng Pilipinas to Araling Asyano and eventually deepen their historical thinking skills in more advanced subjects or topics. • Allowing learners to use different historical analysis like the "think like a historian" approach in interpreting the past and present, and predicting the future.	• Provides historical materials, references, or sources that learners can utilize in presenting their collaborative activities like role play, simulation, tableau, ASEAN songs, and dance, or any similar activity. • Requires the learners to write a short history of a particular period, person, group, event or place through interview or research and present it creatively through visual arts, storytelling with costume or stage play. • Allows learners to produce creative works like portfolio, scrapbook, adapt a corner or timeline to show connections of our past, present, and future
5.	The role of culture in shaping human behavior, development of identity, values, traditions, and beliefs. The promotion of awareness, understanding, tolerance, and inclusivity in diversity among and within groups using different perspectives to foster respect for all.	• Engaging learners in class discussions to identify the attributes, components, relationships, and patterns of culture that shape human behavior. • Providing opportunities for learners to set the goal in promoting the Filipino identities and develop an in-depth understanding of why and how cultural diversity is influenced by many factors.	• Promotes the learners' comprehension through creative cultural presentations by showcasing different national costumes, cuisines, festivals, arts, and traditions. • Guides the learners to construct reasoned judgment and show respect for cultural diversity through oral or written activities about identity, differences, or similarities to avoid biases against or in favor of any group.

Note: For the complete details of the PPST, Domain 1 Content Knowledge and Pedagogy elaboration document, you may email the researcher at simeon.fb@pnu.edu.ph

Discussion

The 36 content, 67 teacher-guide activities, and 88 illustrations of practice that emerged from the Communities of Practice of sampled teachers are relevant and match with the teaching of Araling Panlipunan. This research revealed that developing the elaboration document requires triangulation and an iterative process.

The identification of content knowledge was crucial. More importantly salient concepts emerged from the verbatim transcription of the FGDs. For Content knowledge and its application within and across curriculum areas, teachers expressed that establishing connection from one lower grade to higher grade is very difficult. A teacher vented that:

> *Regarding po dun sa application within the curriculum, nahihirapan po akong mag-connect sa bata from world history to Philippine history kasi yung limited background nila sa Philippine History… yung pag-alis po siguro ng Philippine History sa High School.*

> (Regarding curriculum implementation, I am having difficulty in (helping) students connect world history to Philippine history because of their limited background in Philippine history… this may be attributed to omitting Philippine History in High School).

From the content knowledge about localization of curriculum, teachers agreed that lessons about heroes and heroines, geography, events and culture help in deepening the understanding of learners. A teacher mentioned that:

> *Yun po yung ginagamit naming kagaya ng localization para mas maging ano yung sa pang-araw araw na buhay. Kasi pag-affective mas*

madali silang gumagana yung isip nila eh. So imo-modify mo kung ano yung art of questioning mo, the way na talagang affect na affect mo yung… kagaya niyan yung nagbiru-biruan lang, mga hugot lines.

(We use localization to relate (the topics) to everyday life. Because (if the approach is) effective, students' minds work better. So, you will modify your art of questioning in a way that you get to the effect…like making the classroom atmosphere light or using "hugot" lines (that are very relatable for students).

The researchers also differentiated examples of teacher-guided activities and illustrations of practice for localization. For teacher-guided activities, it is important to describe and establish connections, for instance, the existing shoe industry in Marikina City, and the geographical feature of the smallest man-made lake in Muntinlupa City. Specific example for the illustrations of practice was stated by a teacher from Sta. Elena High School. The teacher always provides activities for learners to constantly remind them of the history and role of the shoe industry in Marikina. A teacher stated that:

"We always ask learners to conduct interviews with people working in the shoe production."

While in Muntinlupa National High School – Tunasan Annex, a teacher mentioned that he always communicates this:

"Class you need to remember that "Laguerta" used to be a mango plantation, but we need to sacrifice it for more worthy purposes like building a police station and school for your studies. An example of localization for learners

to understand the lesson".

One of the issues addressed by the PPST was to negate the idea of "one size fits all", but for teachers in specific learning areas, it is also appropriate "to describe and determine what teachers should know and be able to do" from the perspectives of the practitioners. Because content knowledge is highly related to the kind of pedagogies that a teacher implements in classes (UNESCO, 2018).

The major implication of this research is the development of the elaboration document that contributes to the existing body of knowledge related to the content knowledge and pedagogy of teachers. By documenting the CoPs, the teachers develop within them a sense of ownership to prepare more meaningful teacher-guided activities and illustrations of practice for learners (Patton & Parker, 2017). One of the teachers, revealed that:

> *Katulad ko Ma'am, ngayon ko pa lang tinuturo yung contemporary world, inaaral ko po talaga siya Ma'am. Hindi katulad nung sa Asian History, ilang taon ko nang naituro yun, alam ko na lahat pati yung pasikot-sikot at kung paano ibabato. Kaya po nag-aadjust po ako sa pagbabasa, sa pagreresearch, nakikipag-usap po ako sa mga kapwa ko teacher na nagturo po nun para mas madali ko pong maintindhan at ma-execute.*

> (Like me, for example, it is only now that I teach The Contemporary World, so I really study it. Unlike (when I taught) Asian History, which I have taught for several years, I know all the topics, all its aspects, and how to present them. That is why I am adjusting to reading and researching. I talk to my co-teachers who teach the same subject to make it easier to understand and to teach).

The elaboration document is easy to follow and applied by Araling Panlipunan teachers under Career Stage 2 Proficient Teachers. More importantly, this research is a product of the Communities of Practice of the Araling Panlipunan teachers that they can easily implement.

Conclusion and Recommendations

The goal of this research is the elaboration of Philippine Professional Standards for Teachers, Domain 1 Content Knowledge, and Pedagogy based on the Communities of Practice of Araling Panlipunan teachers. This research serves as a guide for future elaboration undertakings in other subject areas or with the other Domains of the PPST. This study is a humble contribution to the Social Studies education's existing body of knowledge and relevance to the different education stakeholders.

The research reveals that the elaboration of education standards involves multiple steps. Identifying the content knowledge was crucial in the construction of teacher-guided activities and illustrations of practice. Writing the elaboration document is an iterative process that requires a series of reviews, revisions, and verifications with teacher education specialists to develop and improve the elaboration document.

This research shows that Araling Panlipunan teachers possess relevant Content Knowledge and Pedagogy and display qualities and characteristics of Career Stage 2 Proficient Teachers that are evident in their Communities of Practice. The elaboration is highly essential to provide more details on the role of standards for teachers. Through this process, teachers can apply, use or display suitable content knowledge and pedagogy.

Furthermore, the research provided a process that can be replicated in other SLAs to develop a sense of ownership among teachers and share their knowledge. This can also help develop, validate and eventually standardize the research process for other education standards such as the Philippine Professional Standards for School Head (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS).

The research is limited to the elaboration of the seven strands of PPST, Domain 1 Content Knowledge, and Pedagogy through Communities of Practice (CoP). Other PPST, Domains like Assessment and Reporting can be elaborated in the context of the Araling Panlipunan to determine the practice of teachers in utilizing the different assessment tools and strategies in monitoring the learner's development. Increase the number of teacher participants, that belong to the Proficient level or Career Stage 2 who are teaching the Araling Panlipunan in the elementary level and the Humanities and Social Science Strands (HUMSS) in the Senior High School. Likewise, add more schools since the current research covers only five high schools in the National Capital Region. It is suggested to conduct similar research from the other regions or cover all the regions of the Philippines to help in the standardization and develop the models of elaboration.

For future research, the direction is the elaboration of the teacher standards for the other SLAs and PPST Domains. This elaboration research may serve as an additional document for a high-level review of the curricular implementation and professional development programs by the DepEd and other teacher education institutions in the country. Likewise, other researchers may conduct related research with bigger participants and broader verification in the development of the elaboration document for the entire country. Furthermore, phase two of this research may also

focus on the implementation or impact of the elaborated document in the practice of the Araling Panlipunan teachers.

■ ■ ■

References

Abigail, K. M. L. (2016). Do communities of practice enhance faculty development*? Health Professions Education, 2*(2), 61-74. http://doi.org/10.1016/j.hpe.2016.08.004

Association of Southeast Asian Nations. (2020). *AQRF referencing guidelines.* https://asean.org/storage/2017/03/AQRF-Referencing-Guidelines-2020-Final.pdf

Child Inclusive Learning and Development Australia. (2017). Retrieved May 10, 2020, from https://www.childaustralia.org.au/wp-content /uploads/2017/02/CA-Statement-Pedagogy.pdf

Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* (4th ed.). Pearson Education, Inc.

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching.* Stanford Center for Opportunity Policy in Education.

Department of Education. (August 11, 2017). *DepEd Order No. 42, s. 2017. National adoption and implementation of the Philippine professional standards for teachers*. http://www.deped.gov.ph/orders/do-42-s-2017

Galletta, A. M. (2013). *Mastering the semi-structured interview and beyond*. NYU Press.

Ingvarson, L. C. (2012). *Standards for graduation and initial teacher certification: The international experience.* Paper prepared for the Chilean National Council for

Education. http://works.bepress.com/lawrence_ingvarson1/206/

Jorgensen, C. G. (2014). Social studies curriculum migration confronting challenges in the 21st century. In Ross, E. W. (Ed.), *The Social Studies Curriculum: Purposes, Problems, and Possibilities* (4th Edition). https://www.researchgate.net/publication/26505087

Krueger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research* (5th ed.). Sage Publications.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Lunenberg, M., Dengerink, J., & Korthagen, F. (2014). *The professional teacher educator: Professional roles, behaviour and development of teacher educators*. Sense. https://doi.org/10.1007/978-94-6209-518-2

Organization for Economic Co-operation and Development. (2016). *Teachers' pedagogical knowledge and the teaching profession background report and project objectives.* http://www.oecd.org/education/ceri/Background_document_to_Symposium_ITEL-FINAL.pdf

Patton, K., & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teaching and Teacher Education, 67*, 351-360. http://doi:10.1016/j.tate.2017.06.013.

Republic Act No. 9647. (2009). *An act designating the Philippine Normal University as the country's National Center for Teacher Education.* https://www.senate.gov.ph/republic_acts/ra%209647.pdf

Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013.* https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/

Republic Act No. 10968. (2018). *Philippine Qualifications Framework (PQF)*. http://www.officialgazette.gov.ph/downloads/2018/01jan/20180116-RA-10968

Philippine Professional Standards for Teachers. (2017). *Domain 3: the diversity of learners' elaboration of proficient teacher practice*. Philippine National Research Center for Teacher Quality.

Reigeluth, C., & Stein, F. (1983). The elaboration theory of instruction. In C. Reigeluth (Ed.), *Instructional design theories and models*. Erlbaum Associates.

Reigeluth, C. (1999) *The elaboration theory guidance for scope and sequence decisions*. https://kth.instructure.com/files/165975/download?download_frd=1

Saldaña, J. (2015). *Coding manual for qualitative researches*. (3rd ed.). Sage Publications Ltd.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22. http://tltjc.blogspot.com/2011/04/shulman-1987-knowledge-and-teaching-pck.html

Smith, M., & Weinstein, Y. (2016), *Learn How to Study Using... Elaboration.* https://www.learningscientists.org/blog/2016/7/7-1

Southeast Asian Ministers of Education Organization, Innovation and Technology (SEAMEO INNOTECH). (2010). *Teaching Competency Standards in Southeast Asian Countries: Eleven Country Audit*. SEAMEO INNOTECH Regional Education Program. http://www.seameo.org/SEAMEOWeb2/images/stories/Publications/Centers_pub/2012 TeachingCompetencyStandards/TeachingCompetencyStd.pdf

United Nations Educational, Scientific, and Cultural Organization. (2016). *Education 2030 Incheon declaration and framework for action implementation of SDG 4.*

http://uis.unesco.org/sites/default/files/documents/
education-2030-incheon-framework-for-action-im-
plementation-of-sdg4-2016-en_2.pdf

United Nations Educational, Scientific and Cultural Orga-
nization-Korean Educational Development Insti-
tute. (2017). *Educating for the 4th industrial revo-
lution 2017 UNESCO-KEDI Asia-Pacific Regional
Policy Seminar.* https://teams.unesco.org/ORG/fu/
bangkok/public_events/Shared%20Documents/
IQE/2017/09-KEDI/docs/unesco-kedi-policy-semi-
nar-2017-concept-note.pdf

United Nations Educational, Scientific, and Cultur-
al Organization. (2018). *Learning portals.* https://
learningportal.iiep.unesco.org/en/issue-briefs/
improve-learning/teachers-and-pedagogy/effec-
tive-and-appropriate-pedagogy

United Nations Educational, Scientific, and Cultural Orga-
nization. (2018). *Education for sustainable devel-
opment goals.* https://www.unesco.de/sites/default/
files/201808/unesco_education_for_sustainable_de-
velopment_goals.pdf

Wenger, E., Trayner, B., & Laat, M. (2011). *Promoting
and assessing value creation in communities and
networks: A conceptual framework.* https://www.re-
searchgate.net/publication/220040553_Promoting_
and_Assessing_Value_Creation_in_Communities_
and_Networks_A_Conceptual_Framework/citation/
download

Winwood, J. (2019) Using interviews. In: M. Lambert (Ed.),
*Practical research methods in education: An early re-
searcher's critical guide.* Routledge.

Appendix A

Sample Focus Group Discussion Questions

1. What content knowledge do teachers need to master to be able to teach Araling Panlipunan? Why do you need to master this content knowledge? (Domain 1)

2. What content in Araling Panlipunan that you need to research before teaching? (Domain 2)

3. What content in Araling Panlipunan that requires the positive use of ICT? How does ICT help you in your teaching? (Domain 3)

4. What Araling Panlipunan content enhances the learner's achievement in literacy and numeracy skills? (Domain 4)

5. What Araling Panlipunan content develops the critical and creative thinking and other higher order thinking skills of students? List down as many as you can. (Domain 5)

6. How did Filipino and English as communication tools help you in teaching Araling Panlipunan? (Domain 6)

7. How do you use effective verbal and non-verbal classroom communication strategies to support learners' understanding, participation, engagement and achievement? (Domain 7)

Appendix B

Interview Guide Questions

1. What content knowledge do teachers need to master to be able to teach Araling Panlipunan? Why do they need to master this content knowledge?

2. What pedagogical skills do teachers need to have to be able to teach Araling Panlipunan?

3. Are the identified content or the requisite knowledge and understanding per strand aligned and clearly stated based on the prescribed K to 12 Araling Panlipunan curriculum of the Department of Education? Please explain your answer.

4. Are the teacher-guided activities per strand relevant to current events and developments in the teaching of the Araling Panlipunan using 21st century skills? Please explain your answer.

5. Do the illustrations of practice per strand provide specific examples of teacher-guided activities? Please explain your answer.

6. Are the content knowledge and pedagogy stated per strands reflect the observable practice of Araling Panlipunan teachers? Please explain your answer.

7. Does the elaborated PPST Domain 1 Content Knowledge and Pedagogy match the skills of a proficient (Career Stage 2) Araling Panlipunan teachers? Please explain your answer.