



Contemplating on my Linking Standards to Quality Practice (LisQup) Journey in the Philippines: An Autoethnography

Jeremiah Paul G. Manuel

Sekolah Pelita Harapan, Indonesia

ABSTRACT

Professional development systems help teachers enhance their practice, though the impact of mechanisms with this agenda only sometimes yields positive results. In the Philippines, the Department of Education (DepEd) and the Philippine Normal University (PNU) implemented the Linking Standards to Quality Practice (LisQup) to help its teaching workforce improve. It trains teachers to optimize their instructional delivery through rigorous training under online programs at PNU, requiring Job-Embedded Learning (JEL) tasks associated with DepEd professional assignments. This autoethnographic study was conducted to demonstrate how LisQup influences teachers. Using the author's reflective narrative of his experiences posted on social media, themes were developed: *character projection, cognitive processing, and career progression*. The findings of this study demanded considerations in the program relative to the well-being of the students. This study contributes to the present explorations on how teachers can grow through professional advancement programs, implicating similar mechanisms in the global setting.

ARTICLE HISTORY

Lead Editor:

Marie Paz E. Morales, PhD

Received:

July 4, 2024

Revised:

December 17, 2024

Accepted:

December 18, 2024

KEYWORDS:

autoethnography, Linking Standards to Quality Practice (LisQup), professional development, scholarship of teaching

Introduction

Professional advancement in teaching has been implemented globally, ensuring quality education (Schleicher, 2016). Various means have been organized to assist teachers in improving their craft, may it be action research (Morales, 2016), teacher communities (Vangrieken et al., 2017), or professional activities (Barrett et al., 2017; Pharis et al., 2019).

Much has been written about the scholarship of teaching and developing frameworks that may be appealed to for efficiency (Winch et al., 2015). However, the continuing need to supply fresh materials remains a demand to keep the field at par with evolving perspectives.

The Linking Standards to Quality Practice (LisQup) program is a collaborative initiative between the Philippine Normal University, the National Center for Teacher Education in the Philippines (Supreme Court Library, 2009), and the Department of Education (DepEd) to help teachers improve professional practice targeted in the Philippine Professional Standards for Teacher (PPST). All domains were emphasized in the LisQup courses, allowing teachers to actualize the standards. It offered programs in various specializations (Philippine Normal University, 2021), encouraging professional development. On the other hand, challenges in time and the program design remained present (Baja et al. 2024). This initiative is one of the country's professional advancement programs, besides learning cells and in-service training. It distinguishes itself by linking to PNU, known for academic rigor, and integrating Job-Embedded Learning (JEL) assignments. JEL outputs are tasks with direct DepEd connections, assuming quality performance gleaned from LisQup to be performed in one's locality. Moreover, it emphasizes academics, creating strong links between excellent standards and practice. LisQup was also administered in only six weeks per term, much less than the regular twelve-week program.

I conducted this study considering the novelty of LisQup, capitalizing on my coursework. Using an autoethnographic design, themes were developed, providing authentic perspectives to the scholarship of teaching. Considering that this is new in the field, fresh data from my perception generated insights for future expansion or feasible replication, locally or internationally. In this paper, I explored the impact of these experiences on me. Specifically, I examined my adventures in LisQup that led to my personality, professional, skill, and knowledge growth.

Theoretical Framework

I utilized Kolb's (1984) experiential learning theory (ELT) as my discussion lens. Kolb and Kolb (2018) encouraged the utility of this model in creating meaning out of an experience. This model follows a four-staged cycle: *experiencing*, *reflecting*, *thinking*, and *acting*. It presupposed six propositions: Learning is a process, relearning is a must, tensions must be addressed, adapting is learning's agenda, active synergism between the learner and one's environment should be present, and knowledge creation is a learning process.

My narratives were analyzed along the lines of Kolb's assumptions in the ELT, with both the cycle and his proposed principles.

Literature review

Studies on the Scholarship of Teaching

Professional development systems have been cultivated recently, seeking to improve the teachers. Darling-Hammond (2016) navigated the trajectory of research influencing the nurturing of these initiatives and came up with teacher preparation quality, effectiveness assessment, and accountability perceptions. Winch et al. (2015) added that practicality, education conception, and interpreting and critically judging the significance of knowledge to specific situations are essential in a teacher's work. Explorations on the role of tenure proved its value towards effectiveness, assuming a mentor role to the rookies (Podolsky et al., 2019). Kreber (2015) argued that the scholarship of teaching emphasizes three interlinked virtues: *theoretical, practical, and productive knowledge*. On a side note, Cadez et al. (2017) displayed an unimpressed stance on research, unhinging its link to teacher quality and redirecting it to quality instead as the true contributor. On the other hand, Williams (2024) admitted the strength of discipline-based research for tenure and promotion, providing a framework that connects scholarship, research, and practice.

The literature showcased the prevalence of teacher reinforcement in this field. Recent materials in the field demonstrated studies on necessary skills for effective teaching, virtues that teachers ought to possess, and perceptions between research and practice. The insights from these studies impacted the present material, considering that LisQup stands in this field. The related studies, frameworks, and virtues presented by these materials contributed to the discussion of this study.

Teachers' Professional Advancement Programs

Darling-Hammond et al. (2017) classified professional development (PD) programs as effective or ineffective, requiring explorers to evaluate critically. To alleviate the difficulty of assessing PD activities, Sims and Fletcher-Wood (2021) recommended criteria for classifying: *sustainability, aspects of collaboration, subject-specific, expert-contingency, teachers' positive input, and practice-based*. One of these PD initiatives includes teacher communities, which is impacted by the involvement of stakeholders and the extent of their participation (Vangrieken et al., 2017). PDs are influenced by supportive leadership and group dynamics. Communities in informal online professional communities engage teachers in shared learning, reflections, and support systems (Macia & Garcia, 2016). Danielson's (2008) framework remains a standard in evaluating teaching, hence the prevailing allusions to its components in PD programs. Its components, *preparation and planning, class environment, instructions, and professional etiquette*, are still used as standards.

The dynamics of teacher improvement possess intricate dimensions that happen unconsciously, placing doubt on the utility of institutionalized devices. Nevertheless, empirical

evidence casts heavier weight on using multidimensional frameworks for teachers' behavior improvement (Korthagen, 2017). Desimone and Garet (2015) examined the best practices and added insights into its instructional delivery: *varied teachers' responses, changing behaviors, and a strong link between PD and classrooms, contexts, and leadership*. On the other hand, program success is always relative, demanding an evaluation to keep it productive for teachers (Kennedy, 2016).

Studies on professional advancement demonstrated the assumption that these systems do not necessarily have positive results, demanding teachers to be critical. General findings include competencies linked to productive teaching. LisQup, as a professional advancement program, envisions a rise in competencies among its students. These enhancements contributed to the critical discussion in this study.

Autoethnographic Studies of Postgraduate Students

Phan (2021) shared his realizations through his network using communicative technologies. This coincides with Kaukko (2018), whose journey influenced his students. This demonstrates the necessity of relationships in studies, helping students to thrive through challenges. Pitard (2017) proposed a different outcome, inquiring about his mentality. Ai (2016) presented similar experiences in discovering his own identity. Li et al. (2021) asserted a third identity above their two concluded interfaces in their study due to struggles as PhD students.

The common thread among autoethnographic studies of students highlights developmental attributes, resulting in better relationships, self-discovery, and professionalism. This study, following an autoethnographic design itself, hinges on the findings of these materials.

Postgraduate Studies Impact

Magno et al. (2023) postulated that graduate school positively impacts their personality and career. However intricate these studies may be, they undeniably are instrumental to one's excellent work (Forberr-Pratt, 2015; McPhail-Bell and Maclaren, 2019). Moreover, exposure to the coursework's intricate demands led students to solidify their network (Olszewski et al. , 2022; Oswald et al. , 2020;). These experiences immersed them in studies and enhanced their exploration opportunities (Throne, 2019).

Cortez and Malcampo (2023) observed how graduate school badly affects the mentality of its students. Rungduin and Miranda (2018) concurred that writing a study delays degree completion due to challenges, including school tasks, family issues, and finances. These are shared among students in graduate programs, highlighting the need for positive well-being (Sverdlik et al., 2018). Moreover, supervisory relationships, lack of

transparency in academic processes, role conflicts, and career aspiration uncertainties add to students' stress (Mackie & Bates, 2018).

This section presented the journeys of students and their impact on professional practices. Studies about academic experiences and growth fostered were subsumed in the discussion and trajectory of this study.

The materials explored in this section produced concepts and insights vital to this study's conduct. Studies in the scholarship of teaching demonstrated that skills and competencies are targeted in teacher reinforcement. This is supported by the professional development programs that envision a maximal production among teachers, emphasizing globally accepted frameworks for efficient practice. Autoethnographic studies displayed the potency of graduate school to help teachers improve in different ways. Nevertheless, the challenging programs in these schools are worth mentioning, benefiting the students.

Methodology

Research Design

This study follows an autoethnographic design. In this approach, I used experiences as my primary data to construct themes relevant to professional development (Adams et al., 2017). Through my experiences, I reflected on my coursework in LisQup (Gannon, 2017). Lee (2020) posits that authentic experiences highlight epistemological and ontological insights through this methodology, constructing new dimensions such as a professional identity. This allows me to self-reflect and contemplate my experiences. Evocative, reflexive, and critical writing demonstrates a professional commitment to the dynamics of the social world.

The narrative in this material consists of memories linked to my social media posts. Through an autoethnographic design, I presented my experiences, emotions, and thoughts to understand LisQup and how it helped me improve my craft. The critical analysis of my story woven with the concepts formulated in the related literature was discussed under Kolb's framework. Nevertheless, instead of testing its validity, I approached it abductively, weaving my thoughts with the present materials regarding the culture of professional advancements, postgraduate programs, and autoethnographic studies. This allowed my analysis to propose the LisQup Development Framework.

Data Collection and Analysis

The primary sources of my narration were my social media posts (see appendix) and interactions, in which I provided a reflective narrative based on my memory of my post.

Character projection, cognitive processing, and career progression were categorised and themed . These labels were constructed in a way that displays the program’s impact. To ensure the clarity of the analysis, I described each theme. The coding process may be observed in Table 1.

Table 1

Data Abstraction

Data	Categories	Themes	Description of Themes
I posted my program attendance on my Facebook.	Self-development	Character formation	The LisQup mechanism provided avenues...

Ethical Considerations

While this study focused on my own experiences, I have implied persons in this presentation. I ensured their anonymity and informed them of this material.

Program Experience

My first exposure to LisQup was from a call for participation, which I was advised to join. I posted my admission to the program and remarkable statements from the lecturers on my Facebook account. We had one moment when we examined Paulo Freire’s “The Pedagogy of the Oppressed.” My perspective differed from it, but I was in the same way amazed by the book. It led me to explore other resources that offered valuable insights. Moreover, our class had discussions of related concepts that contributed to my growing awareness.

Because of the perceived failure of the local leaders in our agency, my heart was aroused by the session’s discussion of the general academic atmosphere. The attitude towards the country’s administrators is discontented . Collective recommendations led to reflective discussions. We felt trapped in a bureaucratic society and discussed ways to help. There were interesting ruminations throughout the journey, which kept me on my toes. I would always find time to attend LisQup classes on date nights. I took advantage of my wife’s attraction to scholasticism, set aside dinners for the classes, and participated in lectures. She has always been the critic of my thoughts. Much of what I delivered in LisQup tasks and discussions was shaped through our exchanges.

The Job-Embedded Learning (JEL) tasks provided growth opportunities in challenging ways. These are course projects linked to my previous post at DepEd. Most of the outputs were in the form of academic research. Qualitative and Quantitative Design and Data Management courses were instrumental to my educational journey in LisQup. The demand by my professors to publish our JEL outputs triggered my interest in academic writing.

Class collaborations eased the difficulty of the required outputs and helped us remain stable amidst the daunting tasks at PNU. Connecting to my classmates helped me reflect on my inadequacies in performing in class accomplishments and empathize with my colleagues who found the coursework challenging. Our class friendship was beneficial and taught many things beyond the classroom, giving emotional stability and, on the other hand, sadness whenever anyone left the class. We encouraged each other to persist in the program. Those in neighboring cities and regions sought to meet each other during DepEd events.

LisQup administered an instructional model wherein Magisterial Lecturers (ML), exceptional experts in the field, present in plenary sessions. They demonstrated expertise in plenaries, satisfying queries and disambiguating complex concepts. Faculty facilitators (FF) and graduate teaching associates (GTA) boosted the students toward task accomplishment. Notably, these offices delegated professionals who committed to academic rigor yet empathized with the students. Whenever we had difficulties with our tasks, they offered their help to us.

One of the conveniences of LisQup is that we can communicate with our professors. GTAs connected us through group emails and Facebook chats, including the MLS and FFs. From one of these group chats, I was drawn out to communicate with professors seeking proteges with which to stamp their scientific works. I was mentored to write academically. During my LisQup days, I published my first academic work.

In the same way, my local school assigned me a new role, a research focal person. I took advantage of that opportunity and helped our community pursue academic writing. I collaborated with the best minds in our school and had one of the first research recognized in our division. Having been exposed to recent formulations in the field of education, I integrated brain-based approaches into my instructions (Manuel, 2024). I was tagged as a division reviewer afterwards. Consequently, I was promoted from Teacher 1 to Teacher 3.

Challenges Faced

My LisQup experience taught me various skills for my professional and personal lives. Nevertheless, I went through doubting nights whenever I realised my inadequacies in completing tasks excellently. LisQup presented challenging tasks so significantly because we had shorter term durations. Considering I had a full-time job, the coursework tasks were difficult.

Some of these challenges were due to the novelty of the activities. Job-embedded learning (JEL) outputs, such as annotating journal articles and accomplishing complex statistical treatments for multivariate analysis, had me tired and anxious. Moreover, the rigorous reviewing of publication demands was always time-consuming. My nights back then were filled with prayers and hope for someone who had never published anything. Gratefully, some accepted my work.

Another challenge I experienced was distance. Since the program exhausted the agency of interested personnel nationwide, some came from rural places. Considering the country's technological infrastructure varies, we only accomplished collective tasks in urban areas. Relatively, I admit that there were tasks done in mere compliance. As someone passionate about the scholarship, I found dissatisfaction with my outputs accomplished at low levels.

All these challenges were encountered primarily since we were also teachers simultaneously. Juggling responsibilities as a teacher, a student, and a father brought stress to my life while doing coursework. I led research and public information offices alongside my teaching load in our school. While I enjoyed serving these offices, it lessened my time accomplishing tasks. It took my nights, my holidays, and breaks.

This concession brought tension to my family, as what I used to spend with them, I used it for task accomplishment. Moreover, it strained my relationships due to missed commitments. My friends gave me some sense of disfellowship and ridiculed my passion. It affected my mentality as I went through my everyday life. There were days when I was inquiring whether I should continue pursuing the program. This scholarship comes with consequences.

Nevertheless, my desire to complete the program overwhelmed the challenges, and I faced them with vigor and passion. I connected with my fellow scholars and shared moments of insanity and weaknesses. It was helpful that I linked to the class, discovering that I was not alone in these situations.

Findings

This section presents the table that includes the coding of data, the categorization, and the themes. Descriptions were given for each theme for clarity purposes.

Table 2
Data Abstraction

Data	Categories	Themes	Description
Due to excitement, I posted remarkable statements from the lecturers.			
My perspective differed from the substance of the author's argument but I was in the same way amazed with the intent of the revolutionary material.			
LisQup presented challenging tasks, especially that we had time-consuming tasks in shortened terms.	Self-development		
Juggling responsibilities as a teacher, a student, and also as a father brought varying levels of stress to my life while I was doing LisQup		Character projection	The LisQup mechanism provided avenues of improvement in self-development and interpersonal linkages, leading to personality enhancement.
Class collaborations eased the difficulty of the required outputs and helped us remain stable amidst the daunting tasks at PNU			
Faculty facilitators (FF) and graduate teaching associates (GTA) boosted the students toward task accomplishment.	Interpersonal links		
It is noteworthy that these offices delegated professionals who committed to academic rigor yet empathized with the students.			
I was mentored to write academically.			
It led me to explore other resources that offered valuable insights.			
Our class had discussions of related concepts that contributed to my growing awareness.	Coursework		
Collective recommendations led to reflective discussions.			
Most of the JEL outputs demanded by the program were in the form of academic research.		Cognitive processing	The LisQup program included coursework and research tasks that led to the acquisition of skills and knowledge of the student.
Qualitative, and Quantitative Design and Data Management courses were instrumental to my educational journey in LisQup.	Research tasks		
The demand by my professors to publish our JEL outputs triggered my interest in academic writing			
accomplishing complex statistical treatments for multivariate analysis had me really tired and anxious.			
..my local school assigned me a new office			
My first exposure to LisQup was from a call for participation, which I was advised to join.	Work-related roles	Career progression	The LisQup initiative allowed the students to assume new roles and professional opportunities.
I was tagged as a division reviewer afterwards			
I led research and public information offices alongside my teaching load in our school			

Discussion

Theme 1: Character Projection

My experience led me through the stages of Kolb's (1984) framework. Both the good and the challenges contributed to my character development, especially regarding time management, philosophical gleanings, and the stress and excitement I had in newly assumed roles.

Kreber (2015) mentioned the interlinking of theory and practice. One can attribute this formation to the insights I acquired through reflecting and thinking from the gleanings I accumulated in LisQup. As Kolb and Kolb (2018) proposed, what I learned was processed reflectively, allowing me to adapt to the world's needs. For instance, the challenges of my multifaceted roles helped me recognize the need to inhibit patience. The findings of Magno et al. (2023) demonstrated a personality change attributed to scholarly experience and the tensions I had to overcome. This concurs with the proposal of Kolb and Kolb (2018) and how this is realized in actual settings. As mentioned, Ai (2016) and Li et al. (2023) assumed new identities in their studies, implicating new behaviors. While my case seems similar, I distinguish my transformation in a way that I realized concepts in my class, patiently allowing brain-based considerations to mature in classes, for instance, relaxed alertness, active processing, and orchestrated immersion. As Kolb (1984) would have affirmed, what I gleaned in our sessions, reflecting and thinking about it, led me to put them on my behavioral codes.

Future students can consider this character modification despite my initial thoughts of withdrawing, eventually managing to complete it, and spawning a transformation. This is helpful to the developers and implementers of LisQup, allowing room for emphatic modifications to help students assume better characters. Nevertheless, it would require active student engagement; as Kolb and Kolb (2018) mentioned, synergism between the learners and their environment is necessary.

Theme 2: Cognitive Processing

The readings I had in my coursework, JEL output demands, and discussions in class had me deeply think and reflect on my practice. This was strengthened by the publication demands of the courses, going through rigorous peer reviewers. My thinking processes paved the way for the acquisition of knowledge and skills.

Sims and Fletcher-Wood (2021) added expert-contingency and practice-based themes, emphasizing a need to import new knowledge for instructional upgrades. While both seem to overlap with Danielson's (2008) framework, these also coincide with the cycle Kolb (1984) proposed in ELT, informed practices. The sessions I processed in the digital classroom allowed me to reflect on my classroom skills, integrating newly learned mechanisms such as brain-based learning and early literacy ideals. Throne (2019) mentioned that students who pursue

this type of schooling also start a research career. As noted, I published my first book chapter on literacy as coursework for LisQup tasks. The thoughts I articulated in this work were from the reflections I gleaned from my sessions. As Kolb (1984) assumed, these developed over my exposure to this supposed fresh knowledge, giving me the enthusiasm to integrate these in my classroom settings, e.g., allowing physiological needs to be met before processing academics. Kolb and Kolb (2018) would affirm my current stance on learning and relearning as these are tenets of their experiential learning schemes.

Considering the rigor of LisQup, teachers would participate in institutions implemented under it. The four components of professional practice proposed by Danielson (2008) are emphasized, assuring professional practice at optimal levels.

Theme 3: Career Progression

LisQup proved to be effective for professional development in the Philippines, confronting the challenge of Darling-Hammond et al. (2017) among PDs and conforming to the framework of Danielson (2008). In my case, the confidence I developed over my scholarship helped me get the attention of my superiors. Reflecting, these were due to the professional upgrades I accumulated over the years I was in LisQup. While this is common among school performers, I differ in my roles, including the office of research and public information. Rungduin and Miranda (2018) would affirm this as career growth. As one may assume, this development was also due to the acquired concepts and ideas I reflected on (Kolb, 1984) and my previous presupposed praxis that contributed to my career progression. Promotion, official assignments, and better class production also indicated professional advancement.

LisQup is a worthwhile mechanism for professional development. While it poses challenges, overcoming these struggles delivers vital growth in one's professional realm. The agency can look for findings and replicate its implementation relative to the study design.

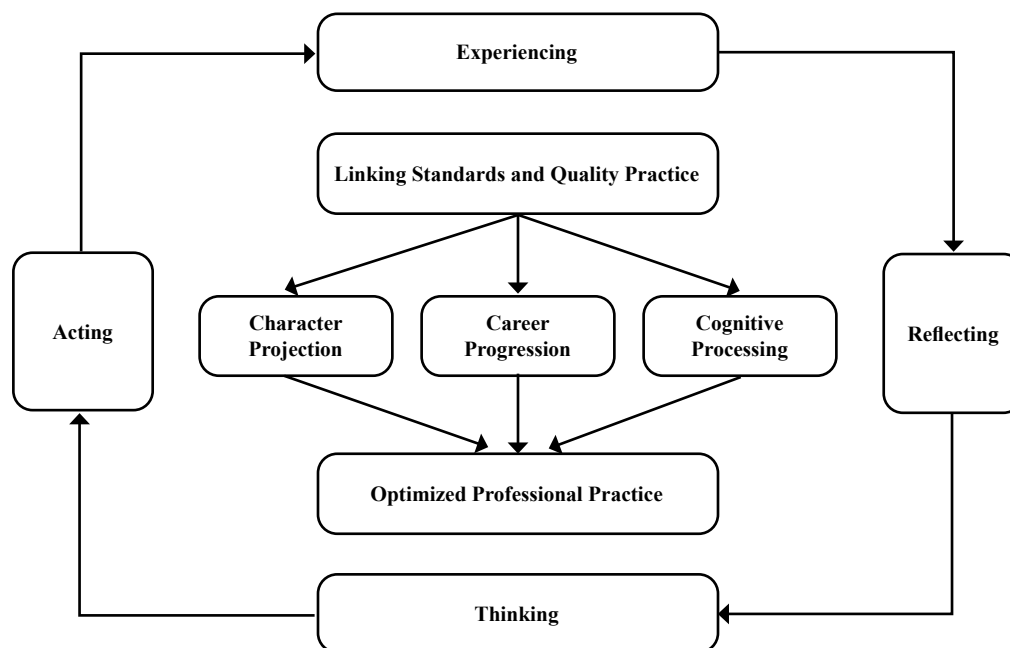
The LisQup Development Framework

The LisQup program, a collaborative professional advancement program between Deped and PNU, begets an experience that leads to optimal instructional performance among its professional students. Using the experiential learning theory (Kolb, 1984), one may maximize coursework experience and attain a more productive professional practice.

Three components of this framework may be attributed to the findings of this study. Nevertheless, it may also be utilized to approach the production of scholarships under the LisQup program. In light of Danielson's (2008) framework, its components overlap with this construction. For instance, preparation and planning may be considered behavioral-contingent, hence character projection. Both career progression and cognitive processing implicate instructions and professional etiquette. On the other hand, the development of this framework relies heavily on the processing stages of the experiential learning theory (Kolb, 1984; Kolb & Kolb, 2018).

Figure 1

The LisQup Development Framework



Character Projection

Trends in studies relative to studies-based character enhancement occupy a noticeable presence in professional advancement (Ai, 2016; Korthagen, 2017). This corresponds to this trend, relying heavily on Kolb and Kolb's (2018) assumption that adapting to the world's needs is a learning goal. The immersion under the LisQup mechanism recalibrates one's values, engaging the learner to reflect and think about which behavioral insights are worth keeping or modifying. LisQup students are expected to project an admirable character, if not excellent.

Cognitive Processing

Another important tenet of this developmental framework is that students who accomplish LisQup coursework activate cognitive processing. While it is already assumed in Kolb (1984) that thinking and reflecting are engaged in experiential learning, knowledge and skill acquisition are also produced among its learners. Sims and Fletcher-Wood (2021) recognize the generation of expertise in graduate school. LisQup strengthens specific knowledge acquisition as professional demands in JEL outputs revitalize learners.

Career Progression

Optimizing professional practice is the goal of any professional advancement theme (Schleicher, 2016). In LisQup, considering its direct connection to the academic agency, teachers are recognized and deployed in different roles. These assignments also lead to rank promotions.

Considering the tenets of this framework, teachers can take confidence in admitting themselves to LisQup. Despite the overwhelming academic rigor at PNU, there is hope that it may be accepted as a challenge toward positive change. The prevailing notion that PNU's rigor makes it difficult for teachers to complete tasks may be reinforced in this study. Still, it also demonstrated that one's professional growth may be assured through these difficulties .

Conclusion and Recommendations

This study was conducted to examine my experiences in the LisQup program. Considering the mechanism as a professional development tool for DepEd workers, enhancing the teachers' productivity was its primary goal. Findings reveal that it has provided experiences that led to my development. The data exported from the narrative were analyzed, and themes were generated: *character formation*, *learning process*, and *career advancement*. I positively grew in these aspects, attributing my changes to LisQup. It shows how this mechanism can help teachers grow professionally and personally in skill and knowledge acquisition. This advances the field of scholarship of teaching as explorations in the program can provide substantial insights concerning professional development.

Having character projection, cognitive processing, and career progression in a professional development system provide ideas for constructing field programs. While this material bears a postmodern design, it still carries valuable insights for teacher advancement. Considering that teachers undertake rigorous professional development systems, the notion provided by the experiential learning theory advances the idea of immersion that processes a teacher's mentality, hence the presence of growth. These codes were integrated into the LisQup Development Framework, assuring that enrolment in the system guarantees enhancements on the learners' end.

Considering these ideas, the LisQup program and the experiences one undertakes implicate a demand to explore its catering materials and its interdependence with other concepts from the scholarship of teaching. Future explorations, including individual and collective case studies, can strengthen this study's findings . The proposed LisQup development framework may be enhanced by collecting data from other designs. This implicates the prevailing notion about the standing of PNU as a graduate school for teachers and the rigor it offers. Other teacher education institutions in the country providing such services are implicated in the study's findings , calling these agencies to explore the tenets of the proposed framework.

Moreover, training in other regions with similar cultures and social settings can consider the rigorous instructional delivery in LisQup, helping teachers in ASEAN countries grow in practice, character, and cognitive processing. In light of this academic rigor, it provides materials for testing globally, impacting the perception of certain standards governed by globally accepted frameworks. Policymakers can build on these insights for PDs administered in academic institutions.

This study has limitations, narrowing its explorations on my narrative as a mere program student. Moreover, the design utilized in this study carries postmodern ideas, relativizing insights that may not be true for everyone. Local educational agencies implement other professional development programs, but this study limits its examination to the DepEd-PNU link, the LisQup mechanism.

■ ■ ■

Statements and Declaration

The author declares that no funding was received for this study and does not pose any financial concerns or conflict. No part of this material was generated through any AI platforms. The researcher practiced research ethics, and while autoethnographic studies focus on one's own experiences, implied names were anonymized. The author expresses gratitude to Mrs. Cherilyn C. Manuel for giving him time to contemplate and complete this paper.

References

- Adams, T. E., Ellis, C., & Jones, S. H. (2017). Autoethnography. *The international encyclopedia of communication research methods*, 1–11. <https://doi.org/10.1002/9781118901731.iecrm0011>
- Ai, B. (2017). Constructing an academic identity in Australia: A n autoethnographic narrative. *Higher Education Research & Development*, 36(6), 1095–1107. <https://doi.org/10.1080/07294360.2017.1303459>
- Baja, J. N. B., Buemio, H., & Cacho, R. M. (2024). Sharing LiSQuP's leap: Lessons and experiences within an online advancement program in the Philippines. *Open Praxis*, 16(2), 208–224. <https://search.informit.org/doi/10.3316/informit.T2024041000014490735330995> .
- Barrett, N., Cowen, J., Toma, E., & Troske, S. (2015). Working with what they have: Professional development as a reform strategy in rural schools. *Journal of Research in Rural Education (Online)*, 30(10), 1. <https://jrre.psu.edu/sites/default/files/2019-08/30-10.pdf>

- Cadez, S., Dimovski, V., & Zaman Groff, M. (2015). Research, teaching and performance evaluation in academia: The salience of quality. *Studies in Higher Education*, 42(8), 1455–1473. <https://doi.org/10.1080/03075079.2015.1104659>
- Cortez, S. R. A., & Malcampo, M. C. C. (2022). Proposed mental health intervention for thesis writers. *Policy Brief Series 7(4)*, 1-6. https://www.researchgate.net/publication/377230257_Proposed_Mental_Health_Intervention_for_Thesis_Writers_and_Experts
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. ASCD. <https://eric.ed.gov/?id=ED509068>
- Darling-Hammond, L. (2016). Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher*, 45(2), 83–91. <https://doi.org/10.3102/0013189X16639597>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*. <https://eric.ed.gov/?id=ED606743>
- Department of Education (2021). DepEd, PNU seal partnership on professional development of teachers, school leaders. *Press Releases*. <https://www.deped.gov.ph/2021/04/30/deped-pnu-seal-partnership-on-professional-development-of-teachers-school-leaders/>
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teacher’s professional development in the United States. <http://dx.doi.org/10.25115/psyce.v7i3.515>
- Forber-Pratt, A. J. (2015). “You’re going to do what?” Challenges of autoethnography in the academy. *Qualitative Inquiry*, 21(9), 821-835. <https://doi.org/10.1177/1077800415574908>
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980. <https://doi.org/10.3102/0034654315626800>
- Kaukko, M. (2018). Intertwined journeys of a PhD student and unaccompanied minors: A autoethnography of research with vulnerable participants. *International Journal of Doctoral Studies*, pp. 13, 347–359. <https://doi.org/10.28945/4114>
- Kolb, D. A. (1984). *Experiential Learning: Experience as the source of learning and development*. Prentice-Hall, Inc., Englewood Cliffs, NJ-1984. https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development
- Kolb, A., & Kolb, D. (2018). Eight important things to know about the experiential learning cycle. *Australian Educational Leader*, 40(3), 8-14. <https://search.informit.org/doi/abs/10.3316/informit.192540196827567>

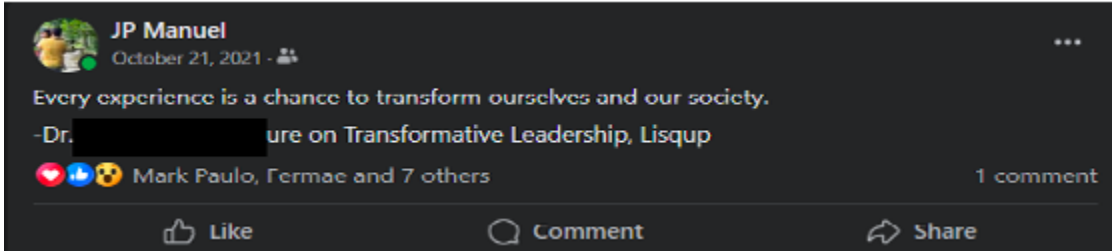
- Kreber, C. (2014). Reviving the ancient virtues in the scholarship of teaching, with a slight critical twist. *Higher Education Research & Development*, 34(3), 568–580. <https://doi.org/10.1080/07294360.2014.973384>
- Korthagen, F. (2016). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and Teaching*, 23(4), 387–405. <https://doi.org/10.1080/13540602.2016.1211523>
- Li, B., Jiang, W., & Chakma, U. (2023). Negotiating identities in Western academia: An autoethnographic study of international doctoral students in Australia. *Higher Education Research & Development*, 42(4), 888–902. <https://doi.org/10.1080/07294360.2022.2082388>
- Macià, M., & García, I. (2016). Informal online communities and networks as a source of teacher professional development: A review. *Teaching and Teacher Education*, 55, 291–307. <https://doi.org/10.1016/j.tate.2016.01.021>
- Mackie, S. A., & Bates, G. W. (2018). Contribution of the doctoral education environment to PhD candidates' mental health problems: A scoping review. *Higher Education Research & Development*, 38(3), 565–578. <https://doi.org/10.1080/07294360.2018.1556620>
- Magno, R. M., Montaña, H. C., & Coronado, E. O. (2023). Is there a return of investment? A tracer study of graduate DOST-SEI scholars in Science. *Globus: Journal of Progressive Education*, 13(2). <https://globusedujournal.in/is-there-a-return-of-investment-a-tracer-study-of-graduate-dost-sei-scholars-in-science/>
- Manuel, J. P. G. (2024). Hyping the students for schoolwork: Incorporating brain-based learning in intermediate ESP classes. *International Journal of Research and Innovation in Social Sciences*, 8(3), 199–210. <https://dx.doi.org/10.47772/IJRISS.2024.803013S>
- McPhail-Bell, K., & Redman-Maclaren, M. L. (2019). A co/autoethnography of peer support and PhDs: Being, doing, and sharing in academia. <http://dx.doi.org/10.46743/2160-3715/2019.3155>
- Morales, M. P. E. (2016). Participatory action research (PAR) cum action research (AR) in teacher professional development: a literature review. *International Journal of Research in Education and Science*, 2(1), 156–165. <https://eric.ed.gov/?id=EJ1105165>
- Olszewski, C. A., Pontikos, K. P., Znamenak, K. A., Selker, M. L., Paoletta, T. M., Coffman, K. A., & Hansman, C. A. (2022). Utilizing autoethnography within a course structure to support developing scholars. *Adult Learning*, 33(2), 82–88. <https://doi.org/10.1177/10451595211060080>

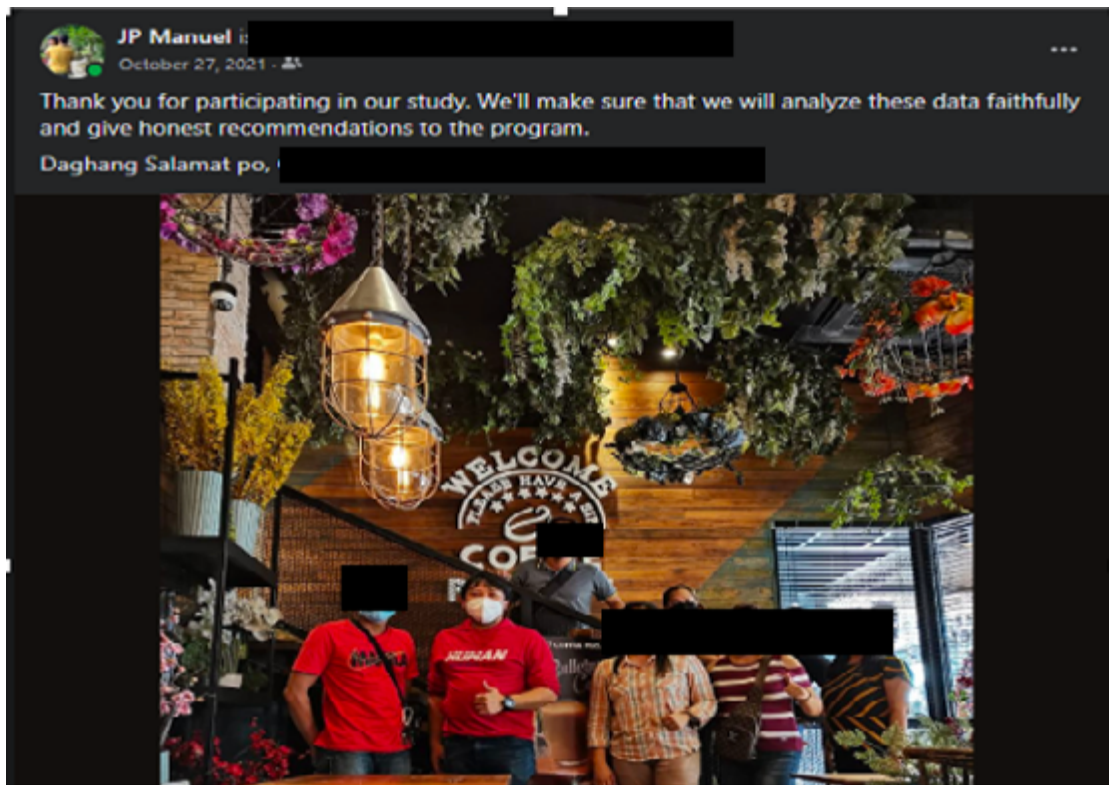
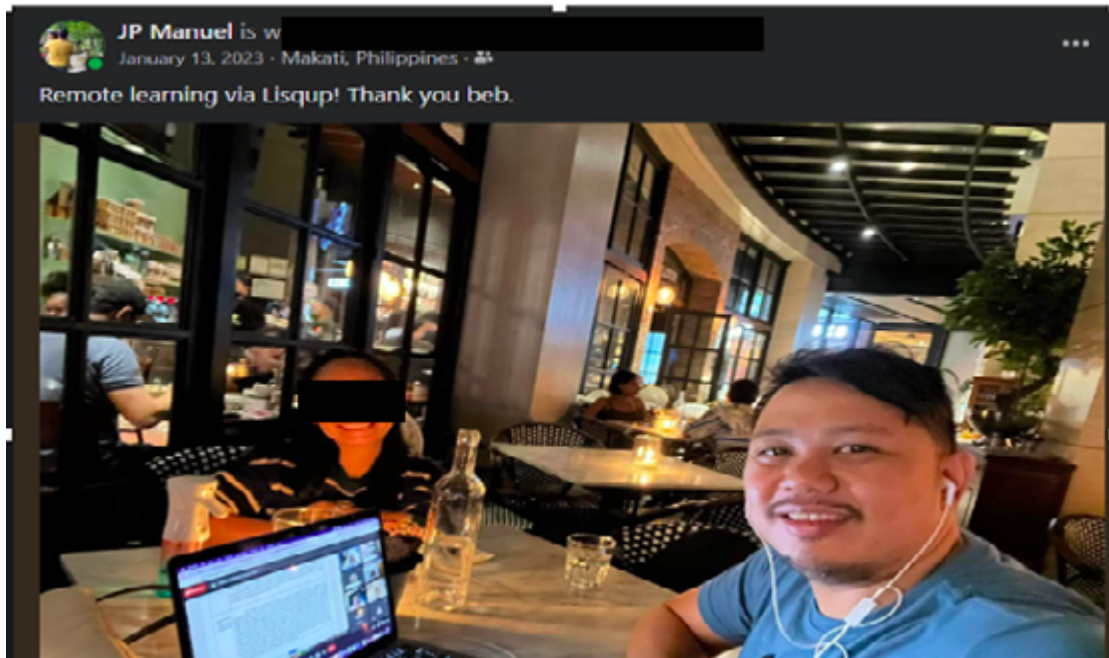
- Oswald, A. G., Bussey, S., Thompson, M., & Ortega-Williams, A. (2022). Disrupting hegemony in social work doctoral education and research: Using autoethnography to uncover possibilities for radical transformation. *Qualitative Social Work*, 21(1), 112–128. <https://doi.org/10.1177/1473325020973342>
- Phan, A. N. Q. (2022). The emotional geographies of being stranded due to COVID-19: A poetic autoethnography of an international doctoral student. *Cultural Studies ↔ Critical Methodologies*, 22(1), 66–75. <https://doi.org/10.1177/15327086211054049>
- Pharis, T. J., Wu, E., Sullivan, S., & Moore, L. (2019). Improving teacher quality: Professional development implications from teacher professional growth and effectiveness system implementation in Rural Kentucky high schools. *Educational Research Quarterly*, 42(3), 29–48. <https://eric.ed.gov/?id=EJ1205241>
- Pitard, J. (2017). A journey to the centre of self: Positioning the researcher in autoethnography. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 18, No. 3, p. 20). DEU. <https://www.qualitative-research.net/index.php/fqs/article/view/2764/4131>
- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*, 4(4), 286–308. <https://doi.org/10.1108/JPC-12-2018-0032>
- Rungduin, T. T., & Miranda, P. A. (2018). An exploration of the factors affecting graduate degree completion in a teacher education institution (TEI): Inputs for graduate program management and pedagogy. *AsTEN Journal of Teacher Education, Special Issue*, 41–54. <https://po.pnuresearchportal.org/ejournal/index.php/asten/article/view/835>
- Schleicher, A. (2016). Teaching excellence through professional learning and policy reform. *Lessons from Around the World, International Summit on the Teaching Profession*, 2(2), 406–415. <https://doi.org/10.1787/23127090>
- Sims, S., & Fletcher-Wood, H. (2020). Identifying the characteristics of effective teacher professional development: A critical review. *School Effectiveness and School Improvement*, 32(1), 47–63. <https://doi.org/10.1080/09243453.2020.1772841>
- Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, pp. 13, 361–388. <https://doi.org/10.28945/4113>
- Supreme Court (2009). An act designating the Philippine Normal University as the country's National Center for Teacher Education, appropriating funds therefore, and for other purposes. Supreme court e-library <https://elibrary.judiciary.gov.ph/thebookshelf/showdocsfriendly/2/25879>


- Throne, R. (Ed.). (2019). Autoethnography and heuristic inquiry for doctoral-level researchers: emerging research and opportunities: Emerging research and opportunities. <http://dx.doi.org/10.4018/978-1-5225-9365-2>
- Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and teacher education, 61*, 47-59. <https://doi.org/10.1016/j.tate.2016.10.001>
- Winch, C., Oancea, A., & Orchard, J. (2015). The contribution of educational research to teachers' professional learning: Philosophical understandings. *Oxford Review of Education, 41*(2), 202–216. <https://doi.org/10.1080/03054985.2015.1017406>

Appendix

Social media posts








 **JP Manuel**
March 11, 2022 · 🌐


Galaw-galaw, brad. Tapos na lahat ng requirements ko sa BBL. Baka mabigyan na ko ng grade, anjan ka pa rin. haha.

65 Florida Circle, Phase 3, Olympia Subdivision,
Barangay Labas, Santa Rosa City, Laguna, Labas,
Santa Rosa City, South Luzon, Laguna, 4026


 **E-sila Essentials** Visit Shop >





 Pre-order **Brain Based Learning By Eric P...**



 **JP Manuel**
September 27, 2022 · 🌐

Customized diploma!
Thank you, Lisqup-PNU and NEAP!

 Fhem Ignacio Bugtong-Todrera, Yeyie Malubay and 13 others 1 comment

 Like  Comment  Send  Share



Empowering Communities Through Literacy: Policy Insights From Indonesia's AKRAB Literacy Initiative

Jeremiah Paul Giron Manuel

Source Title: *Improving Literacy Through Home, School, and Community Partnerships*

Copyright: © 2024 | Pages: 16

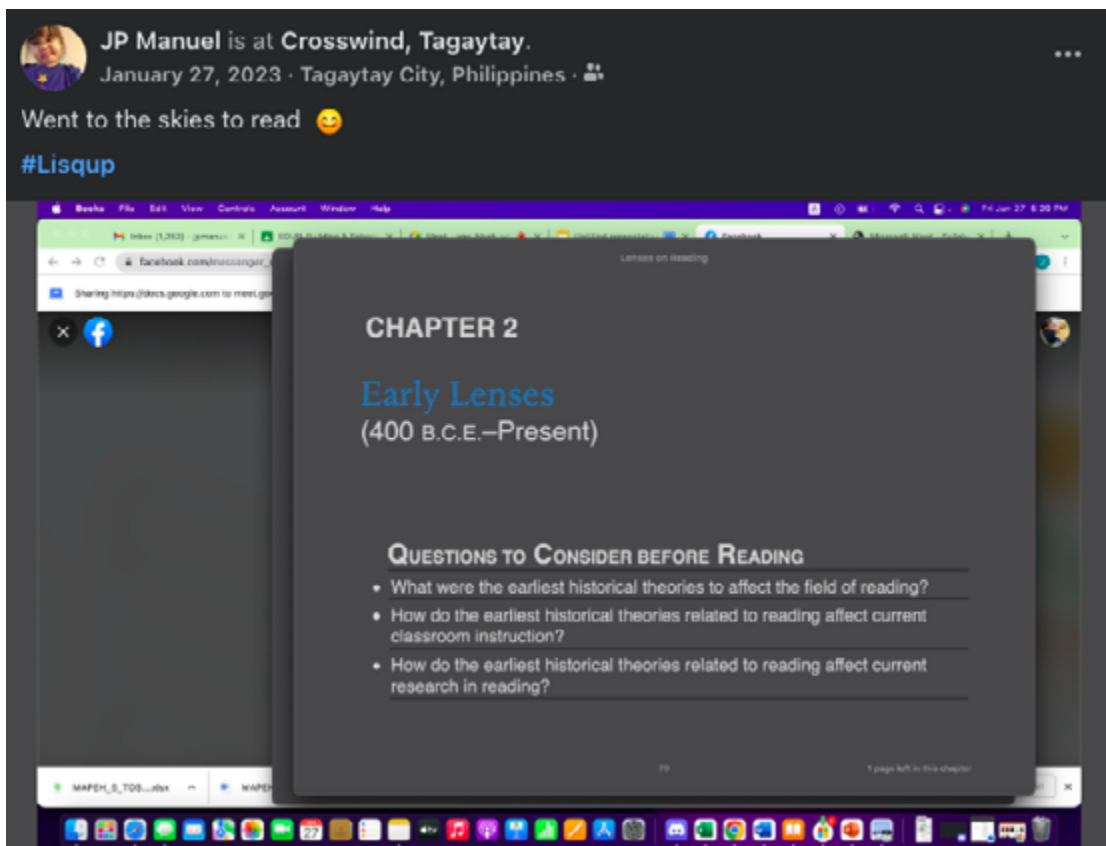
DOI: 10.4018/979-8-3693-1777-8.ch006

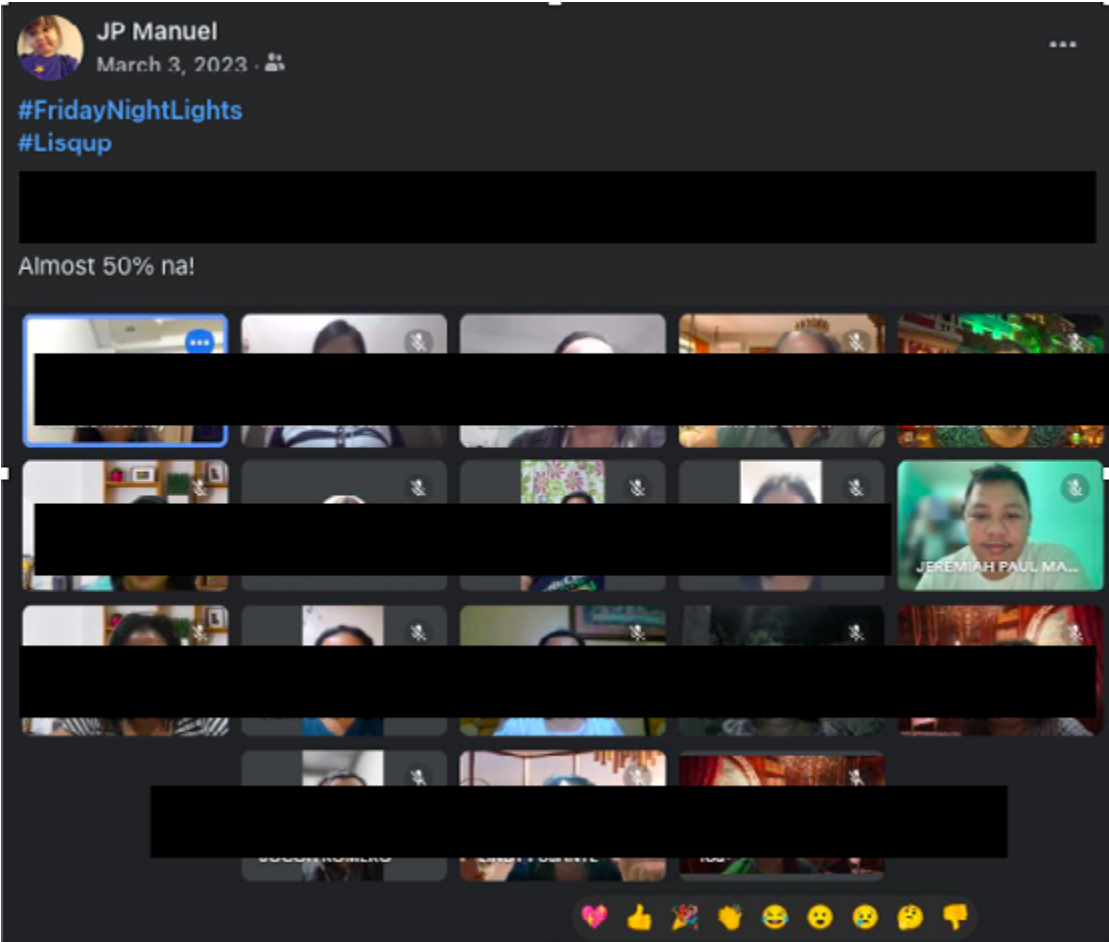
OnDemand: (Individual Chapters) **\$37.50**
Available
Current Special Offers

Abstract

This policy brief explores the implementation of Aksara Agar Berdaya (AKRAB) in Indonesia. AKRAB seeks to eradicate adult illiteracy in the country believing that literacy creates power for the families and the communities. This paper critically examines the AKRAB program's objectives as well as its implementation challenges and offers a proposal based on the materials visited and analyzed for its enhancement. Drawing on the program's comprehensive analysis, AKRAB 2.0 is proposed, presenting an enhanced version of the program with modifications related to the resolutions deemed to be helpful towards the examined challenges. This brief serves as an insightful resource for policymakers, stakeholders, and interested agents seeking a well-rounded understanding of AKRAB and the action items that it needs for its better implementation.

Chapter Preview





Bionote

Jeremiah Paul G. Manuel is a schoolteacher with decades of experience. Presently, he pursues advanced studies at the Philippine Normal University, aspiring to earn a PhD in Reading Education. He is an associate researcher at the National Research Council of the Philippines, delving into the fields of literacy, and educational management. He currently teaches at Sekolah Pelita Harapan, Indonesia.