



THE UTILIZATION OF CONTEXTUALIZED LEARNING ACTIVITIES IN DEVELOPING THE STUDENTS RESEARCH AND ICT CAPABILITIES

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ABSTRACT

This study recognizes and examine the utilization of contextualized learning activities to develop students research skills and ICT capabilities of senior high school particularly Grade 11 and 12. Contextualization of activities widen the view and perspective of students with the help of ICT to develop the traditional pedagogical model of knowledge into active, collaborative and autonomous learning. The application of technology specifically ICT plays a vital role in motivating and encourage students to be more engage in different activities. The results shows that most of the participants placed moderate 43.5% to high importance 40% on having an internet that could support collaborative grant writing. Most of the participants attributed high importance to learning to interact with the online learning management system. Most of the participants agreed that social media should being more actively utilized for diverse activities for academic and research purposes.

Keywords: ICT, research, utilization, contextualized

Introduction

I. Context and Rationale

This part of the action research presents the nature, extent and salience of the identified problem or issue and the different aspects of the action research setting showing in depth and critical analysis of the situation.

Research skills are the ability to search for, find, collect, analyze, interpret and evaluate information that is relevant to the subject being studied. Research shapes the future, it teaches us new things and helps us adapt and evolve while ICT skills refers to the ability of the everyday usage of digital technology which includes the use of computer, tablet or mobile phone, send email, browse the internet, make a video.

The internet is a huge part of researching and internet is only applicable with the use of computer the inability of using computer leads to the inability of research skills in fact home access to e-mail and the extent to which students use the home computer for surfing, e-mailing, chatting and text processing were found to be substantially related to Internet and computer skills which are basically ICT Skills. Therefore in order to maximize internet research skills one must boost his ICT Skills (Kuhlemeier & Hemker 2005).

In the Philippines, senior high school students find it hard to develop research skills and in fact Santos (2019) mentioned it presenting reviews of related literature (8-10 pages) is an area the requires improvement among senior high school researchers. Further, Paurillo (2019) majority of students in Quezon City reported to be lacking motivation in research writing and the minimum score was found for interest in writing.

In the recent assessment conducted by the researcher, the Grade 11 and 12 researchers of Holy Spirit National High School found out the following difficulties among senior high schools learners: a.) time management-most of the time their minds are pre-occupied, b.) not enough background knowledge, c.) not all of them are having their own media devices that can help them improve their output, d.) inappropriate quantitative information of probability concept leading to incorrect use, e.) difficulties in arranging sample

space, events, and mathematical models related to probability problems, f.) students had difficulties in understanding the principles of events and prerequisite concept.

In terms of ICT Skills, the following difficulties are prevalent among senior high schools learners: a.) inability of computers and Internet facilities at home and universities, b.) difficulties in basic skills like MS Word, MS Power Point, Searching and Browsing at Internet, Social networking, Email and File attachment, c.) inability to understand and used digital library, discussion forums, and Blogs, focused and management of time since the learners spend more time on computers for recreational and other purposes than for academic purpose, d.) Slow speed of computers, signal problem in Internet, virus threat, poor working condition of computers, load shedding and lack of access of Internet.

To aid the problems mentioned above the researcher will utilize the contextualized learning activities in Developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020.

II. Action Research Questions and Objectives

The action research will aim to examine the effect of contextualized learning activities in developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020.

Specifically it sought to answer the following questions:

1. What is the level of Students Research and ICT Capabilities of the learners before the contextualized learning activities?
2. What is the level of Students Research and ICT Capabilities of the learners after the contextualized learning activities contextualized learning activities?
3. Is there a significant difference on the level of Students Research and ICT Capabilities before and after the integration of contextualized learning activities?

Action Research Objectives

The action research will aim to examine the effect of contextualized learning activities in developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020.

Specifically it sought to answer the following questions:

1. Find out level of Students Research and ICT Capabilities of the learners before the contextualized learning activities.
2. Determined the level of Students Research and ICT Capabilities of the learners after the contextualized learning activities.
3. Ascertain any significant difference on the level of Students Research and ICT Capabilities before and after the integration of contextualized learning activities.

III. Propose Innovation, Intervention ad Strategy

The proposed strategy of the study is the contextualized learning activities. Contextualized teaching and learning builds upon a similar concept of putting academic activities into perspective to achieve the best teaching and learning outcomes. Researchers and academics Berns, Robert G. and Erickson, Patricia M. published a paper that defines contextualized learning as a practice that endeavors to link theoretical constructs that are taught during learning, to practical, real-world context. This will method will be used by the researcher in the study.

Why use a contextual learning approach was used by the researcher in this study?

For any teaching and learning approach to be adopted as an acceptable pedagogy, it must demonstrate that its core principles are in keeping with the broader body of pedagogical findings.

Contextualized teaching and learning approaches have been proven to be grounded in:

1) Pedagogical theory: Contextual learning activities are aligned with the mainstream pedagogical body of knowledge, including Motivation Theories, Social Learning Theories, Problem-centered Learning and modern psychological and physiological research around how human brains learn.

2) “Real world” application: Rather than teach for the abstract or theoretical world, using contextual learning strategies helps companies prepare their employees to take on real-world challenges that their staff faces in the workplace.

3) Specificity: Because the contextual learning approach to training a workforce relies on “context”, trainers can offer content built to deal with company-specific context in mind.

4) Speed: By focusing on the “big picture first” (more on this later), this training approach trains employees much quicker than the traditional “crawl...toddle...walk...run” approach. While other training approaches might also work well, the inclusion of contextual learning examples as part of corporate training will help produce a workforce that’s more adept at real-world problem solving.

The following steps and suggestions will be used by the researcher in crafting and implementing contextualized learning activities as suggested by Berns, Robert G. and Erickson, Patricia M.

1) Design with the most relevant approach in mind

There are a number of contextual learning strategies that you can implement, including Knowledge-based, Skills-based and cognitive approaches. Make sure that you choose the strategy that’s most appropriate to the learning you wish to impart to your audience.

For example, while a skills-based approach might work in one context, in another it might ignore the practical application required to effectively transfer knowledge regarding a specific learning objective.

2) Design for effectiveness

For a contextualized approach to learning to be effective, it’s not sufficient to just impart the knowledge or skills required to achieve a learning objective. You need to design activities that also teach the procedures, processes and discipline on how and when to apply those skills and that knowledge in a given context.

3) Design for transference

Often, when an employee moves from one position to another (horizontally, laterally or even externally, to another organization), they need to be able to transfer their skills, knowledge and experiences to that new environment.

A research-based publication of the Commission on Behavioral and Social Sciences and Education National Research Council found that much greater transfer of knowledge takes place when information is organized in a conceptual framework. When that happens, learners were found to be more adept at applying what they learned to newer situations in the workplace.

Therefore, it is important that you design your contextualized learning activities in a way that learners are able to adapt and transfer them to newer contexts, as opposed to relating them to just one specific context.

4) Design with social consciousness

The typical workforce today is highly multicultural, with employees coming from different ethnicities, cultural and social backgrounds. Therefore, it is imperative that when pulling together contextualized learning activities as part of a course, you also factor in those social “nuances”.

In some cultures, for instance, it may not be appropriate for male and female colleagues to participate in two-person activities. As a result, learners with specific cultural backgrounds might be resistant to absorbing new information/skills using a contextual learning approach that challenges their ingrained social norms.

In such a situation, slightly changing the makeup of the learning team, perhaps into a small

group configuration (as opposed to one male and one female), might create a better context for learning to be transferred more effectively.

5) Design iteratively

Compared to traditional approaches, contextual learning involves a slightly different approach to designing learning activities. You need to be more iterative in designing learning content, by starting with an immediate focus on broad contextualized learning activities that learners need to perform as part of their daily work routine first.

You can then build supporting contextual learning activities that focus on the basic skills and knowledge required to effectively carry out those broad activities. This approach is repeated in several iterations, enabling learners to get a better appreciation of the “big picture” first; and therefore subsequently grasp the “smaller” nuances that make up that broader view.

6) Design for groups

The most successful contextual learning strategies are those that are designed with groups of learners in mind— as opposed to focusing on individual learners. That’s because in the real world, learners must interact with fellow workers, supervisors, management teams, and a host of other individuals and groups. By designing your contextual learning activities with groups of interdependent learners in mind, you stand a better chance that learning will mimic the real world where these individuals will subsequently interact. In designing group learning, you’ll also leverage the power of individuals learning from other individuals – something that routinely occurs in the workforce today.

7) Design assessments appropriately

When designing your contextualized approach to learning, you should evaluate learners based on authentic assessments, instead of measuring their command of remembering or blindly performing specific activities. Jon Mueller, Professor of Psychology, defines authentic assessment as assessments where learners are required to show their command of what they learned, by applying that knowledge and those skills to real-world tasks. Assessing the outcomes of contextualized learning activities based on authentic assessment will ensure that transfer of learning has actually occurred and that employees are well equipped to put the skills and knowledge learned to effective use in their workplaces.

Additional contextualized learning activities to be conducted inside the classroom for the study.

First, Create conditions for interdisciplinary collaboration so that basic skills and content area instructors can familiarize each other with their curricula, assessment approaches, standards, and teaching techniques (E. Baker et al., 2009; Greenleaf et al., 2010; Kalchik & Oertle, 2010; Perin, 2005; Shore et al., 2004; Stone et al., 2006).

It is important that instructors visit each other’s’ classrooms, discuss their educational philosophy and instructional techniques, jointly analyze the literacy and math demands of content instruction, look for intersects between their instructional topics, and collaborate to align curricula so that students can be taught reading, writing, or math skills that are directly applicable to the subject areas they are learning. Substantial time is required for this effort.

Second, provide ongoing professional development, led by trainers who have experience in contextualization, to initiate and support contextualization. Professional development leaders should be experts from within the institution rather than outsiders (Kozeracki, 2005). Formal professional development should be conducted with interdisciplinary groups of instructors and should be designed to meet tangible targets for implementing contextualized or integrated courses. Evidence-based professional development methods should be utilized, such as interdisciplinary inquiry-based approaches that involve coaching and intensive institutes (Greenleaf et al., 2010).

Further, professional development should be guided by common cross-discipline agreement on desired learning outcomes for contextualization and means of achieving them (E. Baker et al., 2009). Follow-up activities and supportive monitoring should be provided after the conclusion of formal

training sessions to maintain instructors' interest in and ability to contextualize or integrate basic skills instruction. Greenlea et al. (2010) noted that "A long history of research in reading has demonstrated that reading comprehension strategies are not often taught in subject-area classes, even when teachers are trained to use these strategies during subject-area teaching. To avoid this situation, follow-up coaching and support of respected instructional leaders will be needed.

Third, develop assessment procedures that incorporate both basic skills and content area knowledge to evaluate the effects of contextualization. For example, in Shore et al.'s (2004) study, developmental math and allied health instructors collaborated to create allied health math problems. Both De La Paz and Felton (2010) and Perin et al. (2010) included measures of content accuracy in instruments to measure contextualized writing, and Guthrie et al. (1999) developed fine-grained assessment methods that simultaneously measured reading comprehension strategies and science knowledge. It appears that such measures will need to be locally developed, because disciplinary curricula tend to change, and conventional standardized tests do not capture students' progress in contextualized basic skills (Greenleaf et al., 2010), although customized subject-specific basic skills tests can be developed and normed (Lazar et al., 1998).

Fourth, as the basis of contextualization of basic skills instruction in community colleges, select discipline-area courses that are needed for graduation by large numbers of students but that also have high failure rates. Because contextualization is a labor-intensive initiative, it will be necessary to select courses for implementation. Initial attempts should focus on courses that have the highest need, represented by failure rates. Anecdotal evidence suggests that introductory science courses such as anatomy and physiology that are required for graduation by popular majors such as allied health may be a useful place to start, since these courses display high failure rates, and descriptive and quantitative studies are available on the contextualization of basic skills instruction in science content (Bulgren et al., 2009; Guthrie et al., 1999; McDermott, 2010; Perin et al., 2010; Shore et al., 2004).

Fifth, when contextualized courses are established, collect outcome data for examination by instructors and administrators alike. For example, the use of evidence to guide instructional practice in community colleges is a central reform strategy of Lumina Foundation's Achieving the Dream initiative (Achieving the Dream, 2005). Instructors who implement contextualization and administrators who support this effort should be made aware of both short- and longer-term outcomes, such as the rate of passing basic skills and disciplinary courses, grade point average, semester-to-semester retention, and degree or certificate attainment. Evaluating contextualization in this way will indicate whether the effort is worthwhile,

IV. Action Research Methods

The study will utilize the principles of a one-group pretest–posttest design which is a type of research design that is most often utilized by behavioral researchers to determine the effect of a treatment or intervention on a given sample. This research design is characterized by two features. The first feature is the use of a single group of participants (i.e., a one-group design). This feature denotes that all participants are part of a single condition—meaning all participants are given the same treatments and assessments. The second feature is a linear ordering that requires the assessment of a dependent variable before and after a treatment is implemented (i.e., a pretest–posttest design). Within pretest–posttest research designs, the effect of a treatment is determined by calculating the difference between the pre and post assessment of the dependent variable. The difference on the before and after the intervention will be observed. The researcher will employ the descriptive statistics such as average mean and percentage score in finding level of academic performance and paired sample t-test to find out any significant difference before and after the integration of the instructions.

a. Participants and/or other Sources of Data and Information

Details of the participant of the study will be provided including the number, characteristics, sampling procedure and/or other sources of data and information. The study will focus on the implementation of

contextualized learning activities in Developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020. These learners has the following difficulties in terms of research capabilities: a.) time management-most of the time their minds are pre-occupied, b.) not enough background knowledge, c.) not all of them are having their own media devices that can help them improve their output, d.) inappropriate quantitative information of probability concept leading to incorrect use, e.) difficulties in arranging sample space, events, and mathematical models related to probability problems, f.) students had difficulties in understanding the principles of events and prerequisite concept.

In terms of ICT Skills, the following difficulties are prevalent among senior high schools learners: a.) inability of computers and Internet facilities at home and universities, b.) difficulties in basic skills like MS Word, MS Power Point, Searching and Browsing at Internet, Social networking, Email and File attachment, c.) inability to understand and used digital library, discussion forums, and Blogs, focused and management of time since the learners spend more time on computers for recreational and other purposes than for academic purpose, d.) Slow speed of computers, signal problem in Internet, virus threat, poor working condition of computers, load shedding and lack of access of Internet.

The identified learners will be specifically chosen to be the respondents of the study using a purposive. The main source of data for the study will be the pre and post assessment method using observation checklist made by the researcher which undergone experts review and pilot testing. In order to attain the validity and reliability of the result member checking and inter-rater will be employed. The result of the assessment will be shown to the participants for feed backing and another assessment will be done by another English teacher to compare with the assessment conducted by the researcher to attain consistency which are basic reliability factors. The instruments will be used in the study contained structured reading activities and questions basically to draw specific information relative to the objectives of the study. The researcher will employ the descriptive statistics such as average mean and percentage score in finding level of comprehension before and after the integration of the reflective method.

b. Data Gathering Methods and Ethical Issues to be considered

This proposal explains why the selected data gathering method is suited to the nature and purpose of the action research. The data gathering methods will be aligned with the research questions. Research instrument, are appropriate for obtaining the desired kind of data/information. A research proposal will be submitted to the office of the Research and Development Section of the Schools Governance and Operation Division Unit of the Division office for the School Year 2019-2020. The approved research proposal will be considered as the permission of the study a work plan will made by the researcher as guide in the conduct of the study. Before the conduct of the training a pre assessment through self-assessment checklist will be conducted by the researcher, in a minimum of 3 months the researcher will conduct a post assessment to check the level of parents' involvement before and after the intervention. All the protocols will be strictly followed in order to implement the research smoothly. The data to be gathered shall be treated with utmost confidentiality and to be utilized for the above-stated purpose only.

Ethical issues and consideration will strictly followed in the conduct of the study. A written permission will secured to the higher authorities in the Department of Education. The results of the assessment will be kept in private with the principle of anonymity. Furthermore, students will not undergo any harmful process within the procedure of the conduct if the study.

c. Data Analysis Plan

The selected method of data analysis is shown to be appropriate to the nature of the data/information gathered and for addressing the research question(s). The researcher will employ the descriptive statistics such as average mean and percentage score in finding level of reading comprehension before and after the integration of the reflective method. Moreover, a t-test for difference in means will be employed to find out

significant difference on the level of reading comprehension before and after the integration of the reflective method.

Phase	Objectives	Statistical Analysis	Mode of Presentation
Pre analysis	To be able to conduct a statistical test on the reliability of the research instruments thus providing reliable and credible research tool for credible data presentation.	Reliability Test	Tables
On Analysis	To be able to apply the necessary statistical tools on data drawn from a reliable questionnaire for analysis and interpretation.	Descriptive statistics specifically T-test and Averaging.	Tables
Post Analysis	To be able to review the process, result and interpretations of the necessary statistical tools used in drawing the presentation of the action research result.	Descriptive statistics specifically T-test and Averaging.	Tables

V. Action Research Work plan and Timelines

To ensure the proper conduct of the research in the most desired time, the action research work plan will be followed by the researcher. A detailed work plan below will be provided covering the start to completion of the action research. Timelines are realistic and shows concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent’s capacity to concretize ideas into clear and sequential steps to be undertaken.

Phase and Objectives	Target Date	Research Activity	Persons Involved
Phase 1 Preliminaries To be able to prepare. Gather and consult relative information to the research for directions and guidelines purposes.	Whole month of June	Preliminary activities before the conduct of the research	Researcher and the external consultants
To be able to prepare the research manuscript in the desired course of action for research approval herein the division office.	June 20, 2020	Preparation of the proposal manuscript	Researcher and the external consultants
To be able to consult and gather advices from circle of experts for guidelines and technicalities of the study.	June 28, 2020	Conference with the research consultant	Researcher and the external consultants
To be able to uplift oneself on technical pedagogy relative to the strategy used as intervention of the study	Whole month of June	Preparation and in depth study of the strategies	Researcher and the external consultants
To be able to conduct a pre	First week	Pre assessment	Researcher and

assessment which will served as the starting foot and the preliminary course of action relative to the research.	of July		the participants of the study
Phase 2 Implementation To be able to conduct a smooth manner of strategical intervention using technical guidelines and the pedagogical maneuvers.	July to August 2020	Conduct a smooth manner of strategically intervention using the Method following the technical guidelines and the pedagogical maneuvers.	Researcher and the participants of the study
To be able to finalize all the necessary needs for the conduct of the research from July to August with the approval and perusal of the school principal.	July to August 2020	Finalization of the intervention Method	Researcher
To be able to implement the program as mode of intervention of the study.	July to August 2020	Integration of the Reflective Method	Researcher and the participants of the study
Phase 3 Post Assessments To be able to conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study.	Whole month of December	Conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study.	Researcher and the external consultants
To be able to apply the necessary statistical data analysis for the Analysis of the desired data.	First Week of December	Analysis of Data	Researcher and the external consultants
To be able to interpret the data in line with the research study questions with the external consultant	Second Week of December	Interpretation with the external consultant	Researcher and the external consultants
To be able to finalized the research manuscript.	Last week of December	Preparation of the final manuscript	Researcher and the external consultants

VI. Cost Estimates

A detailed breakdowns of items with their corresponding cost will be furnished. The item and cost reasonably reflect the funding needs of the action research and adhere to the guidelines of BERF guidelines. The overall plan reflects the proponent’s capacity to project specific expenses.

Phase and Objectives	Target Date	Research Activity	Estimated cost
Phase 1 Preliminaries To be able to prepare. Gather and consult relative information to the research for directions and guidelines purposes.	Whole month of June	Preliminary activities before the conduct of the research	
To be able to prepare the research manuscript in the desired course of action for research approval herein the division	June 20, 2020	Preparation of the proposal manuscript	Php. 500.00

office.			
To be able to consult and gather advices from circle of experts for guidelines and technicalities of the study.	June 28, 2020	Conference with the research consultant	Php. 500.00
To be able to uplift oneself on technical pedagogy relative to the strategy used as intervention of the study	Whole month of June	Preparation and in depth study of the strategies	Php. 500.00
To be able to conduct a pre assessment which will served as the starting foot and the preliminary course of action relative to the research.	First week of July	Pre assessment	Php. 500.00
Phase 2 Implementation To be able to conduct a smooth manner of strategical intervention using technical guidelines and the pedagogical maneuvers.	July to August 2020	Conduct a smooth manner of strategically intervention using following the technical guidelines and the pedagogical maneuvers.	Php. 500.00
To be able to finalize all the necessary needs for the conduct of the research from July to August with the approval and perusal of the school principal.	July to August 2020	Finalization of Reflective Method	Php. 500.00
To be able to implement the program as mode of intervention of the study.	July to August 2020	Integration of the training program	Php. 500.00
Phase 3 Post Assessments To be able to conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study.	Whole month of August	Conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study.	
To be able to apply the necessary statistical data analysis for the Analysis of the desired data.	First Week of August	Analysis of Data	Php. 500.00
To be able to interpret the data in line with the research study questions with the external consultant	Second Week of August	Interpretation with the external consultant	Php. 500.00
To be able to finalized the research manuscript.	Last week of August	Preparation of the final manuscript	Php. 500.00
		Total:	4, 500.00

VII. Plan for Dissemination and Advocacy

Dissemination and utilization of research results crucial in the achievement of learning outcomes and improve teaching and learning and governance in the school. The researcher will take measured to ensure the dissemination and utilization of research results in various settings across levels. The table below shows a comprehensive plan for dissemination and advocacy as far as the research is concern.

Objectives	Planned Activity
To be able to present the outcomes of the study in the	Present the research outcome as



SLAC session.	speaker/facilitator in the SLAC Session
To be able to present the outcomes of the study in district level training for teachers.	Present the research outcome as speaker/facilitator in the district level seminar or trainings.
Present the research outcome in one of the Division Trainings of the Division Southern Leyte	Present the research outcome as speaker/facilitator in the Division Trainings of the Division.
Enhance research as basis for deeper study relative to equation model and theory making	Set down and conceptualized another study in a deeper context involving more variables.

VIII. DISCUSSION OF RESULTS AND RECOMMENDATIONS

The survey was sent to 100 student – participants out of 350 total population of senior high school with 28.57% response rate. Most of the student-participants were male with 57% and 43% female. 54.1% placed a high importance on learning the available research capabilities of the senior high students. Most of the participants placed moderate 43.5% to high importance 40% on having an internet that could support collaborative grant writing. Most of the participants attributed high importance to learning to interact with the online learning management system. Most of the participants agreed that social media should being more actively utilized for diverse activities for academic and research purposes.

ICT has brought everything available at the finger touch. In today’s era ICT has occupied every aspect of life and research is one of them. ICT has its prominent importance in research and allied aspects of it. May it be literature survey, data collection, data processing and analysis; in every aspect ICT proven itself as a time saver, accuracy maintainer and making things simplified. Ultimately it leads to speed up in researching new things.

IX. References

Legal Basis

Republic Act 10533 Enhanced Basic Education Act of 2013 Section 5, Item H Under Curriculum Development: “The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

- DepEd Order No. 32 S. 2015 Adopting IPed Framework, Page 15, 16 under Key Elements of an Indigenous Peoples Education Curriculum, Number 4 “Learning Resources - Instructional Materials and other learning resources shall be developed and utilized with the described curriculum content and teaching-learning process”

- DepEd Order No. 76 S. 2011 National Adoption and Implementation of LRMS “The LRMS Framework serves as the guideline instrument for the implementation and ongoing operation of LRMS at all levels of DepEd. It is supported by guidelines and process documents for all sub-systems, a quality assurance framework, standards and specifications”

- DepEd Memo No. 82 S. 2017 LRMS Implementation in the Rationalized DepEd Structure “The LRMS is a system designed to support increased distribution and access to learning, teaching and professional development resource at the Central Office, Regional Office, Schools Division Offices and school/cluster levels of DepEd. The system also includes the standards, specifications, and guidelines for assessing and evaluating, acquiring & harvesting, modifications, development and production of learning resources.”

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- DepEd Order No. 66 S. 2007 Revised Guidelines on the Appointment and Promotion of Other Teaching,

Related Teaching and Non-Teaching Positions - Point System for Innovation

- Regional Memo No. 161 S. 2015 Implementation of the Regional Internal Guidelines / Policies for Appointment and Promotion Section 4: Innovations under item number 4: “Contextualization of learning materials is an innovation”
- Division Memo No. 99 S. 2018 Implementation of the Division Internal Guidelines for Appointment and Promotion - Section 4: Innovations under item number 5: “Contextualization of teaching and learning materials is an innovation” - Point System for innovation

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I. Action Research Instrument

The Utilization of Contextualized Learning Activities in Developing the Students Research and ICT Capabilities.



Name of the teacher observer (Optional): _____

Part I. Fluency in Reading

Instructions: Observed your students and think well on to what extent they manifested the following indicators. When answering the following statement please encircle the number that corresponds your response.

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Always (A)	Very High Level
4	3.51 – 4.50	Most of the Time (MT)	High Level
3	2.51 – 3.50	Oftentimes (OT)	Moderately High Level
2	1.51 – 2.50	Sometimes (ST)	Low Level
1	1.00 – 1.50	Never (N)	Very Low Level

Questions with (*) are negative questions thus scoring is reverse.

Research Capabilities						
1	Report writing	1	2	3	4	5
2	Data collection	1	2	3	4	5
3	Analysis of information from different sources	1	2	3	4	5
4	Finding information off the internet	1	2	3	4	5
5	Critical thinking	1	2	3	4	5
6	Planning and scheduling	1	2	3	4	5
7	Interviewing	1	2	3	4	5
8	Critical analysis	1	2	3	4	5
9	Check Sources.	1	2	3	4	5
10	Go Beyond the Surface	1	2	3	4	5
11	Patient and Respect Ownership	1	2	3	4	5
12	Use Your Networks	1	2	3	4	5
Mean score of the assessment:		1	2	3	4	5
Information and Communication Skills						
1.	The ability to use computer operating systems, to access software programs and manage the basic functions of a computer.	1	2	3	4	5
2.	Being able to confidently use core computer programs to produce common digital information such as Word documents and PowerPoint presentations.	1	2	3	4	5
3.	Organize and analyze information with the help of computer spreadsheet and database software	1	2	3	4	5
4.	The ability to communicate and interact with other ICT users through the use of internet and email.	1	2	3	4	5
5.	Create and engage with digital information for a specific task	1	2	3	4	5
Mean score of the assessment:		1	2	3	4	5
Over all Mean of the assessment:		1	2	3	4	5

II. Rubrics

Main Criteria	Low ←————→ High				Score
	Context (15)	Not Described (no points)	The action research proposal presets a general description of the problem or issue as its focus of inquiry (8 points)	The educational relevance and timeliness of the problem or issue are shown. The need to conduct action research as a way to address or improve the situation is explained. (12 points)	
Proposed Intervention, Innovation and Strategy (15)	Not Presented (no points)	The action research proposal mentions and intervention, innovation or strategy to be tried out to address the problem or issue (8 points)	The proposal outlines when and where the intervention, innovation will involve. Activities to be undertaken are stated. (12 points)	The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points).	
Action Research Questions (30)	Not Stated (no points)	The action research proposal has a stated aim, objective, or general research questions (s). (15 points)	The research question(s) or the focus of inquiry, key elements of the research question (s) are reflected in the title of the proposal (25 points)	The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue, and covers the desired change or improvement (30 points).	

Participants of the Study (10)	Not Stated (no points)	The action research proposal states the target participants and/or other sources of data and information (ex: Learners, Teachers, documents, realia, learner's product , others) (5 points)		Details are provided about the target participants. (ex: number , characteristics, sampling procedure if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)		
Data Gathering (10)	Not Described (no points)	The action research proposal presents a description of the method(s) to be employed for gathering the data. (5 points)	Details of the data gathering method(s) are provided: the specific kind of data, how and when they will be collected (ex: pre-test and post-test score,). Research instrument if any are described (ex: test, scale, survey, questionnaire, checklist, interview guide and others). (8 points)		The proposal explains why the selected data gathering method(s) is suited to the nature and purpose of the action research. The data data gathering method(s) is aligned with the research question(s). Research instrument, if any are appropriate for obtaining the desired kind of data/information. (10 points)	
Data Analysis Plan (10)	Not Stated (no points)	The action research proposal present a general description of how the gathered data/information will be analyzed. (5 points)	Details of the method(s) of data analysis are given. Techniques (ex: quantitative/statistical, qualitative or both methods), as well as tool (ex: software) to be employed are specified. (8 points)		The selected method of data analysis is shown to be appropriate to the nature of the data/information gathered and for addressing the research question(s). (10 points)	
AR Research Work Plan and	Not Included (no points)	The action research proposal includes a list of major activities and their timelines. (3 points)		A detailed work plan is provided covering the start to completion of the action research.		



Timelines (5)			Timelines are realistic and shows concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points).	
Cost Estimates (5)	Not Included (no points)	The action research proposal includes a major items and their estimated costs. The total cost is shown. (3 points)	A detailed breakdowns of items with their corresponding cost is furnished. The item and cost reasonably reflect the funding needs of the action research and adhere to the guidelines of BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he be accountable for. (5 points)	
Total Score:				
Remarks:				