



JOURNEY TO EMMEUS: EFFECTS OF PROJECT HERO TO THE PROFESSIONAL LIFE OF TEACHER-RESEARCHERS

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ABSTRACT

The Professional life of a Teacher-Researcher in a blended teaching-learning environment phenomenon and live practice to theory. Traditionally, adult education is a challenge in the Non-formal education and the Out-Of-School Youth Program which was tailored to the Life-Long Program in the present curriculum maker. It is a challenge to Wi-Fi and PsyFi generation whose competence to a teacher not only as a teacher and a professional but a teacher who is a researcher. Adult learners in the 4th industrial revolution necessitate its implementation globally (Global & Local). Thus, the Project HERO: Seminar and Workshop about American Psychological Association (APA) 6th edition and Mendeley Software Usage was designed to uncover the live experience of the teacher participants to mirror into a journey – path and road to enlightenment. The path is wondering, grasping, and realizing. On the other hand, the roads were competence, application, and empowerment. Thus, this established the positive impact of the program on the professional growth of its teacher participants in the realization that a teacher is also a researcher.

Keywords: Teacher – Researcher

INTRODUCTION

The professional life of a teacher-researcher evolved dynamically according to the teaching-learning environments (Gomez et al., 2022). The teacher-researcher necessarily has a rigorous and tedious engagement in different educative processes. The working knowledge of this teacher-researcher necessarily is lubricated, recalibrated, and capacitated in all aspects of the multiple intelligences. Professional skills must be necessarily adopted and acquired by the teacher-researcher in order to respond to the call of “time and space” in the teaching-learning environment. The Teacher-researcher is an agent of change in the academic globalizing classroom (Gomez, 2021). It is an imperative challenge

that needs this teacher-researcher to undergo a thorough series of reinventiveness in the educative processes of multifaceted programs. The teacher-researcher may better bring and serve their frontline services to the learners according to the world view on reality on the ground. With these identified problems in research, the teacher-researchers may therefore equip their tacit knowledge on the bases of “what is on the ground.” Thus, the “Project HERO: Seminar and Workshop on American Psychological Association (APA) 6th Edition Citation and Mendeley Software Usage” were used as a venue to explore and discover the necessary “facility” needed by the teacher-researcher. Thus, this “forum” may be able to strengthen and address the recurring problems in developing research outputs. May this paper help the future teacher-researcher on the ground of effectiveness in instruction. May the output of this paper develop a sense of belongingness and ownership in the professional life of the teacher-researchers, particularly in innovation, reinventiveness, and novelty.

The Teacher – Researcher may reinvent the classroom into a critical and reflective teaching-learning environment which may somehow hone and empowers Teacher-Researcher through Output based on Research”. Having this agent of change in the classroom, the teacher-researcher made instruction “intelligible.” The reason for this is the practice that the society has done where unfounded norms are made, teacher-researcher construct theory to become a founded one to explain occurrences of events. This is part, however, of the Faculty Development Program (FDP) for teacher-researchers on the ABC of writing research. The venue for exploration was constituted of one (1) day seminar and workshop about American Psychological Association (APA) 6th edition and Mendeley Software Usage. It aimed to develop the teacher participants’ skills in proper usage of APA 6th edition both in-text and reference citation. Moreover, it dealt with Mendeley Software Usage providing participants with the skills in manipulating and applying the software in academic text composition. The program was based on DepED Order 39, S. 2016, or the Adoption of Basic Education Research Agenda. Likewise, to the CHED-NHERA (CHED-National Higher Education Research Agenda). The institutional order highlighted the importance of research as the basis for planning, policy, and program development and the institution’s commitment to strengthening research culture within the organizational behavior (RA7722 Se 8).

This kind of activity ensured continuous improvement of regulated professional practices in international standards (RA10912). The competencies that would be developed were the required skills to perform their duties and responsibilities using the generator on research (CHED-NHERA) as teachers and as a researcher. The exercise of conducting the research was imperative for educators. Likewise, it defined their responsibility as educators that needed to become facilitators and blenders of knowledge. Henceforth, this challenge cultivated the culture of research in Philippine education in general and in classroom instruction in particular. In addition, the fulfillment of their obligation and challenges in responding to change for the improvement of current practices (NCBTS & TSENA, 2021).

Project HERO operated on the education theory of “adult lifelong education.” This somehow looks at the uncanny ability to someone find a new place in the field of education which was now a developed jargon as “teacher-researcher.” This framework was conceptualized as a life-long, life-wide, and life-deep process that is geared toward learner-centered (Gomez, 2019). It is lifelong learning for it promoted a continuous process wherein learners continuously learn things that were beneficial to what they need in what they do. It benefited individuals by supporting their physical, psychological, social, and economic well-being (Corpuz et al., 2021). It was life-wide for it transcends through various learning areas according to the needs in their respective learning environment. It despised the formal setup of learning as the sole method of acquiring knowledge but broaden possibilities through informal settings wherein they could acquire knowledge. It is life-deep (Southampton University, 2022). It was the possibility to practice something wherein an individual could respond to the immediate needs according to the demand on “time and space in a given circumstance. This understanding built rapport between commitment and engagement of individuals in building an epistemic community of educators. Thus, a successful education has a clear motivation in the teaching-learning process (Gomez et al., 2022). And, it will end up the “wisdom of an effective curriculum.” Likewise, project Hero was called and meant to be Teacher-Researcher to the “life-long” learners to classify, identify, point out, and prescribed objectives tediously and rigorously according to the level of age, general weighted average in response to the need

for their walks of life without counting the cost for reasons on the nature of the learner (Javed, 2017). For now, community colleges and state colleges are socially engaged for lifelong curricula in order to flatten the curb of out-of-school youth and illiteracy problems in the country. This will also match the “curriculum” of the school and the needs of their community counterpart in the employability of their respective graduates.

The program though deemed so short to be evaluated, the objective of the study still capsulized the purpose and the justification of the learning program (Kennedy, 2016). Thus, all teaching-learning processes mentioned in the OBTLP (Outcomes-Based Teaching-Learning Plan) are SMART (Specific, Measurable, Attainable, Realistic, and Time-bounded) which made every learner NO ONE LEFT BEHIND.” Lastly, the main objective of this research paper was to determine the effect of “Project HERO: Seminar and Workshop about American Psychological Association (APA) 6th edition and Mendeley Software Usage. Likewise, this study considered the following queries: What was the live experience of the teacher-researcher before the seminar and workshop was held? What is the benefits of the program outcomes to the development of target skills applied in their work?

METHOD

This research paper utilized the qualitative method in engaging the “phenomenon” surrounding the teacher as a teacher and the teacher-as-a-researcher as classically designed by Colaizzi that deals with the phenomenon within its real-life context. In particular, the researchers explored and investigated the effect of the Project HERO (PH) on its beneficiaries. In gathering the data, a two-part instrument was used. The first part was a robotfoto. This was utilized to easily gather personal information or the demographic profile of the participants (Ghaleb, 2021). The second instrument was the interview guide. The questions reflected the objectives of the study focusing on the benefits, usefulness, and application of the seminar.

The investigation was conducted on the school that became institutional beneficiaries of the program. The research locale was one of the integrated schools in the province of Region X, Mindanao, Philippines. In determining its teacher participants, criterion sampling was utilized. The criteria considered were the teacher participant of the program, have attended and completed the activity, and currently “engaged in research or other related activities” (Zeiger, 2018). Thus, this led to the 5 (five) subjects of the study. They were subjected to an individualized interview to determine their perception of the program. Likewise, examination of the manner and application of the skill they earned were evaluated. This is through the articles that they had to develop posterior to the program. The majority of the teacher participants were female, single, and has the teaching position of teacher 1. On the other hand, all have units in the graduate school and teaching at the middle school level.

Table 1. Profile of the Interviewed Participants

Participants	Position	Sex	Civil Status	Educational Attainment	Grade Level Assignment
Teacher 1	Master Teacher1	Female	Married	MA(units)	Grade 7
Teacher 2	Teacher 1	Female	Single	MA(units)	Grade 8
Teacher 3	Teacher 1	Male	Single	MA(units)	Grade 7
Teacher 4	Teacher 1	Female	Single	MA(units)	Grade 8
Teacher 5	Teacher 1	Female	Single	MA(units)	Grade 7

The conceptualization and implementation of Project HERO: Seminar and Workshop about American Psychological Association (APA) 6th edition and Mendeley Software Usage was grounded on the initial investigation regarding the knowledge of the aforementioned group about the usage of American Psychological Association (APA) citation. It indicated that 65.34 percent of the teacher-researchers have knowledge about APA citation style. In addition, none of them have knowledge about

Mendeley software. Positively, they were interested to learn and using it in reports, writing research, and academic texts. Therefore, the program capacitates them. Thus, it was designed to empower Teacher-Researchers in proper citation using APA 6th edition and usage Mendeley Software Application. The teacher participants were expected to learn how to properly cite sources using the prescribed citation style and to manipulate the software as a tool. The beneficiaries of this program were the junior and senior high school (K-12 Program) and the teacher-researcher. They could use the soft skills in their teaching, research proposal, and article. With the affirmative acceptance of the school management, there were people who pledged to provide money for the expenses. The partner school offered a conducive venue for the activity. The program started at 8:00 am and ended at 4:00 pm. The initial evaluation earned a positive reaction from the participants from the venue to the content of the topics as well as to the interactive and informative sharing of the resource speakers.

RESULTS AND DISCUSSIONS

Project HERO: Seminar and Workshop about American Psychological Association (APA) 6th edition and Mendeley Software Usage had become an interesting school activity but in a very limited time. The teacher participants who were very eager to capacitate themselves attended the activity though they have prior commitments because they have realized the value and the importance of it to their professional life as a teacher and a professional (RA No 7836). Since the topics are new to them motivation to participate is very likely and high. The discussion takes every chance to know and capacitate themselves on the different topics. In general, the effectiveness of the program is directed into two (2) themes. These are the: 1) path – program evaluation and the 2) road – impact evaluation. Program evaluation could be summarized by three (3) paths of their journey to academic enlightenment. These were wondering, grasping, and empowering. On the other hand, the impact of the evaluation was characterized by the road of their journey to academic enlightenment. These are competence, application, and empowerment.

Table 2. Journey to Emmaus: Program Evaluation and Impact Evaluation

Journey to Emmaus		
Program Evaluation Path	Wondering Grasping Realization	Uncertainty Knowledge Earned Readiness
Impact Evaluation Road	Competence Application Empowerment	Skill Exercise Benefits

Academic Enlightenment

Path of Wondering. *The first phase was wondering.* It is a better description of their uncertain experience as participants in the activity. Wondering as described is a strong desire to know. This is explicitly manifested in the answer of the participants. A priori, they know the seminar and training would be informative and worthwhile to attend, however, they do not know what it is all about, how they can be benefited from the seminar, and what can they get from attending it. A participant expressed that:

“... at first I am adamant to attend, and it is because I don’t have any idea. I thought it will be a waste of time. And as the seminar went on and on I have full of surprises. The more I am very attentive and focused. It arouses my curiosity and

awakes me from my academic dormancy or stagnant. It raises my eyebrows when the speaker of the seminar said, “if you’ll learn and earn insights from this seminar, I will be given you the internet LINK to contribute your article for publication and becomes a member of the intellectual community.” It made me challenged and awoke from the slumber moment of my academic stagnation. It is really new to me and more than worth attending it.” (P§2, P§3, P§5).

Likewise, uncertainty is also manifested to wit:

“... someone told me to attend, but honestly, I don’t have any idea about this. To me, I have several questions that lie at the back of my head. That will not help me be promoted and increase my salary. The more I am reluctant because the topic has nothing to do with the assigned subjects to be taught in the classroom. And the topics are new, I thought it will be just other regular INSET or relative preparation on the classroom instruction and I am hesitant to attend. In fact, I am inviting other teachers but I am reluctant and so I have decided not anymore to attend but because it has something to do with the writing of reports and research I decided at the eleventh hour to come and attend. Now, as the seminar goes I found out that am wrong” (P§1, P§2, P§3, P§5).

Furthermore, there was participant who expressed eagerness because she really wants to learn. As expressed,

“... I have heard Mendeley and APA, but honestly, I don’t know how to use them. Before I am attending to this activity, I am really curious about how to do it. If there is a chance to generate it through the computer much better but if we do it traditionally so, I am going to quit it. Because to me, it is easier to manipulate through computer and can access the different OPEN access library around the world.” (P§3P§5).

This phase has something to do with the bizarre of knowing something for as what the participant said,

“... I am really curious about APA 6th edition, much more to Mendeley Software. I think I can use them in my teaching in the classroom and in graduate study. And probably, can help me also understand more and more about the acceptable publishable paper that is free from plagiarism” (P§4, P§1).

Path of Grasping. *This phase was realized during the conduct of the activity. It is characterized as grasping because of the information they have earned during the seminar – knowledge earned. Their feeling of uncertainty about whether they would benefit from the activity. As expressed,*

“... the seminar is really fruitful. I learned so many things. From the simple way of paraphrasing to complex in-text and reference citation.” I am really amazed at doing such an activity. And, now I can start my writing of an acceptable publishable paper and I am also sure about my submission of reports and research completion in my graduate studies and my annual completion of the requirement be accepted.” (P§1).

They believe that one day is not enough to fully absorb everything. It is said,

“I am really overwhelmed with this activity. I learned so many things. To tell you I am not expecting that this seminar-workshop really meets the instructional requirement that I need to have at the end of the school year. I have the difficulty in making reports and research as the annual completion of the instructional

action research is required publishable. Now, that I have this opportunity I just have to focus and learn about it. But I recommend that this needs not to be one day only but a three days' affair.” (P§3 & P§4).

Nonetheless, with this positive reaction, they commended the initiative of the organizer and advised to organize again a seminar that would capacitate them as a teacher and researcher. Expressed,

“... I really appreciated that someone initiated in conducting this seminar. It proved that those who initiated this seminar & workshop about conducting research is generous enough in sharing their knowledge. I like to say that this must not be the last of the activity to be done and I will say that activity like this must be included regularly as part of the Faculty Development Program (FDP) of the school” (P§5 & P§3).

Path of Realization. This last phase of program evaluation was characterized by the readiness of the participants to apply the knowledge they have earned from the seminar. They optimistically determined that the topics discussed were all significant and relevant to their work as a teacher and as a researcher. One expressed,

“... this time I have learned about the citation and quotation technique during the seminar & workshop and I found out that now I know that the red mark on my research work really shows that I have many things to learn in citing properly. Now, I can refrain from having a red flag/mark to my research paper on plagiarism check.” (P§2, P§4 & P§3). And they added to say that, “because of this seminar & workshop it will lighten my burden on preparing my reports and researches required in promotion and clearance purposes.” (P§1, P§4, & P§5).

Moreover, with the reflection of participants,

“... my stay and participation in this seminar and workshop here are worth it. I would regret it if I didn't attend this seminar. To me, it is really a blessing because the seminar meets my academic need as a teacher. The report writing, conducting, and formulating research made me aware of its importance. So, from now on being a teacher, I must have to give my time in readings more Review of Related Literature and Studies to make my reports and researches more and more intelligible” (P§4, P§1, P§5).

After two (2) weeks program impact was conducted to determine the effect of the seminar on the lives of the participants. This is to identify if the knowledge they have earned was used in their profession. Affirmatively their answers were summarized into three (3) descriptions. The description was synonymous with the road. It was because the opportunity gave them a wide avenue for improvement. These 3 roads were competence, application, and empowerment.

Road to Competence. Road of competence was characterized by the skills that they earned in the seminar. As expressed,

“... while it is true that we have the knowledge about report and research writing but now I know that the knowledge that I have learned to make reports, citations, quotations and relative thereto in the making of a novelty account is now becoming more intelligible, especially in the protocol and observance about the intellectual property rights of others. Now, I am very conscious and aware of the writing of an article that is free from plagiarism.” (P§2, P§4 & P§5).

One participant claimed that the skill she earned helped her saying,

“... during the seminar and workshop, everybody is expected to write a short article and to be submitted in the given LINK for assessment and evaluation. When I submitted an article I was surprised, my citations assessed all good. And, the generality of the article evaluated readily to be published.” (P§1).

This is also true with the other beneficiary of the activity, she claimed,

“... my adviser in my thesis writing was surprised, I have good literature review without any plagiarism” (P§3). They were thankful for what they have earned from the seminar. Thus, the competency they earned came from the program itself, “I am sharing my knowledge to other teachers here, especially those who are conducting research. Likewise, in the preparation of the annual requirement on publishable paper” (P§5).

Road of Application. *The program conducted was not gauged through the way it was directed. It was assessed through the application of the learnings to the professional life of the teacher participant. Positively, they have opportunities to use the skill they have earned from the seminar – exercise the skill. Though not exclusively in research construction, another facet of application proved its usefulness. As the participants started to wit:*

“... I have used it in making articles for my promotion”. Likewise, it is also of great help to me in the preparation of my annual paper and reports requirement on the publishable article.”

It can be used also as stated by the participants:

“... I submitted my thesis proposal... I used it.” (P§3). “... I taught my peers in the science department, used Mendeley.” (P§5). And I know that majority of us are using APA format of researches but it needs more refinement and practice for acceptable one” (P§1).

Road to Empowerment. *The last description of the effect of the conducted seminar was empowerment. This term was best described as the state and process of becoming confident in the skills that one possesses. This affirmative feeling of achievement describes the impact of the seminar on their professional life. It was because prior to the seminar, they have limited knowledge of the topics discussed; however, through the seminar they earned skills and they managed to apply these skills in their profession and lives as teachers. Henceforth, because of the seminar, they were empowered to create scholarly articles through the use of proper citation with the use of the software. As expressed to wit:*

“... I feel great, I was able to apply my learnings and it made my writing easy. There is really that feeling of toughness and superiority” (P§2).

Likewise, participants said,

“... I feel confident with the papers I am now submitting in graduate school. They are in proper citation and my professor and my dean recognized great changes.. in fact, they are asking me, “why have this kind of changes are studying for the special class about research and report writing?” (P§3& P§5).

Lastly, with the commendation of a participant,

“... I am confident with my second article to be published in the most renounce publishing and free from plagiarism and editorial check. I will soon be promoted... (laughs).” (P§1). Likewise, “all submissions of my reports are now accepted without comments and negative feedback” (P§4&P§5).

The program evaluation and impact evaluation of the life-long education to the adult program titled, “Project HERO: Seminar and Workshop on American Psychological Association (APA) 6th Edition Citation and Mendeley Software Usage” determine its effects on the professional life or the teacher-research of a school. These effects are summarized as a journey to enlightenment (Al’Adawi, 2017) - Emmaus. These were summarized through terms. These are paths and roads (Cai, 2019). It was a path for it is characterized as away. On the other hand, it was a road because it was a route towards the destination – enlightenment.

Program evaluation of the participants was summarized as wondering. I was wondering because of the uncertainty that they might encounter. Their limited knowledge somehow hindered them to take the opportunity to learn new things through adult education. Hence, this initial stage partially obstructs them to take the challenge. The second path was grasping. In this way, participants earned knowledge through the topics discussed with them. Thus, the topics sufficed their curiosity and filled their reservation to know something (Narushima, et al, 2018). Their optimism through taking the challenge of participating in the activity rewarded them with the skill that was essential to their lives as teachers and researchers. Last is realization. This state conferred to their full awareness and consciousness that the topic discussed was important and essential to their profession. Through this, it might alleviate their status quo as marginalized due to lack of information.

On the other hand, an impact evaluation was reflected as the road to the journey towards enlightenment. This consists of competence, application, and empowerment. The road of competence is characterized as the embodiment of the skills earned from the seminar. Participants are capacitated through topics and the issues related to them. In effect, the program resulted in competent participants ready to take on the challenge. The second road was application. On this road, the competence that was earned was applied in a real situation. This was through the creation of scholarly articles, non-plagiarized research, and academically composed documents. Last was empowerment. This road was considered the summit of the effect. This was the convergence of the knowledge and confidence earned in the activity. Thus, participants were ready to take on any challenges for they were prepared and equipped with the necessary competencies that were required them to possess.

CONCLUSIONS AND RECOMMENDATIONS

In general, the conduct of the life-long adult education program in using the title, “Project HERO: Seminar and Workshop about American Psychological Association (APA) 6th edition and Mendeley Software Usage” earned positive effects on the teacher as teacher and teacher-researcher. It resulted in an enlightening and engaging event. Usage of the topics discussed during the seminar found clear and explicit purpose and utilization. Teacher-researcher may reengineer, reinvent, explore and discover methods and approaches that greatly help the “life-long” learners according to their needs in their day-to-day walks of life. Teacher-researcher, therefore, plays an important role in theorizing their practice and making it acceptable to the general public. However, limitation of time constraints the teacher participated in the seminar and workshop about APA formatting more likely and very high participation and was able to generate output through the APA language and formatting. It is recommended that this kind of program be conducted in a longer time, and continuous manner in order to have a greater impact and larger scope of effect in the lives of the teacher participant in the classroom teacher-researcher.

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