

A Vision and Master Plan for BAGCED

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Raymund Sison

Dean, Br. Andrew Gonzalez FSC College of Education
raymund.sison@delasalle.ph

Background

De La Salle College offered its first graduate and undergraduate programs in education in 1930 and 1959, respectively. Today, the Br. Andrew Gonzalez FSC College of Education (BAGCED) offers 10 undergraduate, 25 master's, and 7 doctoral degree programs. BAGCED's passing rates continue to be among the highest in the country (PBED 2014; finduniversity.ph 2018). It has several social engagements that have spanned decades, including the St. La Salle Preschool and Operation Big Brother.

What follows is a vision *for* BAGCED (not to be confused with the vision *of* BAGCED) and a master plan for achieving this vision. These were crafted primarily from a qualitative analysis of the reflections of BAGCED's administrators and faculty members on BAGCED's strengths and areas of or for improvement.¹ Other factors that were considered in the crafting of this vision and master plan were the university's strategic plan for AY 2018-2022,² and my own experiences in technology-enhanced learning³ and in Lasallian formation.⁴

A Vision for BAGCED

The vision for BAGCED is one of *inspired innovation for impact* (I3), illustrated in Figure 1.

Innovation is “change that creates a new dimension of performance” (Drucker quoted in Hesselbein, Goldsmith, & Sommerville, 2002 p. 1). Innovation—be it in pedagogy, technology, or content—is at the center of this vision for BAGCED. As St. La Salle was an educational innovator⁵, so will BAGCED be known in the country and region for innovation in education.

¹These reflections were emailed to me from August 11, 2018 (the day after the announcement of my deanship) to September 1, 2018 (the day I assumed office).

²DLSU's strategic plan for AY 2018-2022 has three themes (excellence, connectedness, and agility) that cuts across six key result areas (education, research, social engagement, formation, governance, and the Laguna Campus).

³I am a computer scientist with a deep interest in education. Therefore, for my computer science dissertation, I developed a multistrategy machine learning algorithm for conceptual clustering, and then used it to automate the discovery of novice (or student) programmer misconceptions from their buggy programs (Sison, 1998). My abiding interest in education would eventually lead me to pursue a doctorate in education, for which I developed a grounded theory of presidential leadership of highly effective higher education institutions (Sison, 2017). I am currently involved in the design of serious games to enhance the teaching and learning of elementary mathematics (Sison, et al. 2018).

⁴In terms of Lasallian formation, in the early 2000s I established a community of volunteer faculty members, students, and co-academic personnel who studied together the life of St. La Salle and then eventually designed and implemented a non-academic course on his life and values, which all freshmen of the College of Computer Studies take. This community of volunteers, called FORMDEV (after the course code), continues to this day. I have also participated in a month-long international “session” on Lasallian studies (SIEL) organized by the La Salle Generalate in Rome.

⁵While it is true that educational innovations associated with St. La Salle, such as simultaneous instruction or teaching in the vernacular, were not originated by him, his effective combination of them, which led to a system that would eventually be used throughout France, was innovative.

At BAGCED, innovation is not for innovation’s sake. Following St. La Salle, we innovate because we have tough problems to solve. In other words, we innovate for impact, first in the lives of the individuals whom we teach or train, and, eventually, in the lives of the people whom our students will touch. In other words, impact is our reason for innovation. Impact is also essential for the use of a specific educational innovation to be firmly established, and for the process of educational innovation to be sustained. This relationship between innovation and impact is represented as a cycle in Figure 1.

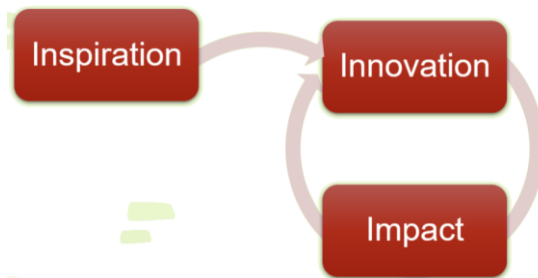


Figure 1. Inspired Innovation for Impact (I3)

Innovation is change, and change is resisted almost universally. Moreover, the educational needs of the youth whom we serve are ever-changing and never-ending. Therefore, commitment to the kind of innovation that we are after is very difficult to obtain and sustain. Again, we follow St. La Salle in drawing inspiration—zeal, wisdom, and strength—from God. We also draw inspiration from the story of our Founder, and from one another in communion. In this sense we call our innovation inspired.

A Master Plan for BAGCED

Our master plan to achieve inspired innovation for impact has six components (Figure 2): faith, scholarship, technology, interconnectedness, service, and quality.



Figure 2. Components of a Master Plan for Achieving Inspired Innovation for Impact

1. Faith

At the center of the master plan is faith. Faith will enable us to draw *inspiration*—zeal, wisdom, and strength—from God, from the life of the Founder, and from one another, in order to consistently *innovate* for long-term as well as short-term *impact*.

To enable us to draw inspiration from God, the life of the Founder, and one other, we in BAGCED will study together—first the administrators, then the academic and support staff with the students—the life of St. La Salle. Brother Luke Salm, FSC, has written a beautiful biography of St. La Salle that is accessible to lay persons (Salm, 1996). In my experience, studying this biography in the light of God’s Word will not only change lives; studying it with others will also establish bonds of friendship that will stand the test of time.

2. Scholarship

More than two decades ago, Ernest Boyer (1990) proposed four priorities of the professoriate: 1) the scholarship of discovery, or what we normally call “research” in a particular discipline; 2) the scholarship of integration, or what we now call interdisciplinary “research”; 3) the scholarship of teaching and learning (SoTL);⁶ and 4) and the scholarship of application, which was eventually renamed to the scholarship of (social) engagement. In other words, Boyer proposed that all the activities of the professoriate—not just research but also teaching and social engagement—be done in a scholarly manner. Lev Shulman (who would succeed Boyer as president of the Carnegie Foundation) would go a step further to say that the results of all these kinds of scholarship should eventually be peer-reviewed and published (Shulman, 2011), for the benefit of educational stakeholders not just in one’s institution but worldwide.

I therefore call on all full-time faculty members of BAGCED to publish the results of their scholarship—whether of discovery/integration, teaching and learning, or social engagement—and to publish “upwards” or at higher levels of quality. For example, following Table 1, a faculty member who has published in the proceedings of a local, peer-reviewed conference (Level 2), such as the DLSU Research Congress or the ARAL Conference, is therefore called to publish in the proceedings of an international, peer-reviewed conference (Level 3). As another example, a faculty member who has published in international, peer-reviewed journals (Level 4) is now called to publish in the world’s top journals in a particular (inter)discipline (Level 5).

Level	Description
1	The faculty member has never published at all.
2	The faculty member has published in the proceedings of local conferences.
3	The faculty member has published in the proceedings of international conferences (published by non-predatory publishers).
4	The faculty member has published in international journals (published by non-predatory publishers).
5	The faculty member has published scholarly books, or in top-ranked journals, or in the proceedings of top-ranked conferences.

Table 1. Publishing “Upward” (In Peer-Reviewed Venues)

A word needs to be said about predatory publishers. Though Jeffrey Beall’s list of predatory journals has been taken off the Internet,⁷ the academic community continues to frown upon any journal or conference

⁶ I have included in the appendix the framework for the Scholarship of Teaching and Learning (SoTL) that I developed during the brief time that I was associate vice chancellor for academic affairs.

⁷ But see <https://beallslist.weebly.com/>

that is perceived to be predatory. Papers submitted to these conferences or journals are usually very easy to get accepted. In contrast, the acceptance rates of top-ranked conferences or journals would be 15-25%.

3. Technology

There are many reasons for us at BAGCED to develop and study the effectiveness of innovative uses of information and communication technologies (ICTs) to enhance educational processes. First, ICTs are increasingly enabling us to communicate and collaborate with educational stakeholders anytime, anywhere. Second, ICTs are increasingly enabling us to obtain and process previously unavailable information and data pertaining to all aspects of the educational value chain. Third, and perhaps most important, Generation Zers are becoming more and more inseparable from their ICTs.

We will therefore have a technology plan for each course, to be drafted by the professional learning communities (PLCs) of each course (or set of related courses). The PLCs will be responsible for monitoring the progress of each course with respect to the tech plan. At the very least, the tech plan will include the blended learning levels shown in Table 2. (Level 2 in Table 2 corresponds to the “hybrid” courses of DLSU. Level 3 is a flipped classroom with half of the discussions held online.)

Level	Documents uploaded to the LMS	Lectures	Discussions
0	None	In the classroom	In the classroom
1	Syllabus and lecture slides	In the classroom	In the classroom
2	Syllabus and lecture slides; All student deliverables	In the classroom	At least half done online via the LMS
3	Syllabus and lecture videos; All student deliverables	All lecture videos are online (no more lectures in the classroom)	At least half done online via the LMS

Table 2. Levels of Blended Learning in Courses

Though technology offers many benefits, its unbridled and unprincipled use also poses dangers. Twenge (2017), for example, shows from analyses of secondary data spanning up to four decades in the United States that today’s youth—the Generation Zers—are more depressed than young people of earlier generations, and that this could be due to too much time spent on the Internet. Therefore, we will study not only the effectiveness of innovative uses of technology in education, but also the risks that technology’s unbridled use poses and how to mitigate such risks.

4. Interconnectedness

It is very important for BAGCED, being the college of education, to provide opportunities and facilities for students and faculty members to engage in conversations that nourish the mind as well as spirit (see, e.g., Palmer and Zajonc, 2010). While technology can free such conversations from the limitations of space, face-to-face conversations are nevertheless important. Therefore, videoconferencing facilities as well as accessible consultations rooms need to be created.

Another aspect of interconnectedness involves meaningful collaborations with vision-similar teacher education institutions (TEIs) in the country, and with top-ranked TEIs, first in Asia, then in the world. By meaningful we mean that a collaboration contributes to the know-how of both parties. Table 3 shows the

TEIs in Asia that are in the Top 20 of the Quacquarelli Symonds (QS) and Times Higher Education (THE) rankings. BAGCED will establish meaningful partnerships with the institutions in Table 3, especially those in the second column.

Rank	Appears in both QS and THE	Appears only in QS	Appears only in THE
Top 10 Worldwide	HKU	EUHK	
Top in Asia	HKU NTU CUHK Taiwan Tech Tokyo U	EUHK Beijing Normal Peking U Seoul National U Kebangsaan	Taiwan Normal Korea U Sun Yat Sen U

Table 3. Top Asian TEIs

5. Service and Service Learning

BAGCED has several long-standing social engagement projects, including the St. La Salle Preschool and Operation Big Brother. In addition, it offers various extension and certificate programs nationwide and organizes national conferences (e.g., ARAL) that help in the continuous improvement of teachers. We will integrate these and new social engagement projects into a coordinated program that involves all of BAGCED in providing service learning opportunities for our students.

In addition, we will strengthen, or create new, degree programs that stakeholder data indicates as those that BAGCED’s stakeholders might be most willing to invest in. BAGCED’s top undergraduate majors are English (BSE-ENG), Mathematics (BSE-MAT), and Early Childhood (EED-ECE). Even at the master’s level, English (MAELED) and Mathematics Teaching (MSTMATH) appear to be popular.

In addition to the aforementioned three areas, given that technology is an important component of this vision and master plan, it would not take much to package our scholarship in this area into certificate programs, or degree majors, in educational technology. Moreover, our scholarship in the area of psychosocial risks that technology’s unbridled use poses could be turned into a specialization of our counseling psychology program. Therefore, we will strengthen innovation, scholarship, and service in at least the following areas:

1	English teaching and learning
2	Mathematics teaching and learning
3	Early childhood education
4	Technology in education (including physical education) and learning
5	Counseling psychology, with particular attention to technology and how it is used, misused, or abused by Generation Zers and their parents and teachers, and how to mitigate the psychosocial risks that the unbridled and unprincipled use of technology poses

**Table 4. Program Areas to Strengthen
(in terms of Innovation, Scholarship, and Service)**

6. Quality Assurance

All these plans will not come to fruition unless quality assurance (QA) mechanisms are in place. Generally speaking, internal QA (IQA) will ensure that our plans as well as programs are carried out, monitored, evaluated, and improved continuously.

In Asia, the default QA framework for higher education is the AUN QA. Since DLSU is one of the original members of the ASEAN University Network (AUN), it has supported AUN’s QA initiative right from the start. Because AUN QA is outcome-based, and is a QA framework that I am particularly familiar with,⁸ I propose that we use AUN QA’s framework as the basis for BAGCED’s internal QA. Figure 3 shows the components of AUN QA’s institutional QA framework.

Summary and Targets for AY 2018-2019

I believe that BAGCED is called to lead in teacher education in the country in terms of *innovation*—whether in terms of pedagogy, technology, or content—and *impact*. To accomplish this, we have a master plan with six components: faith, scholarship, technology, interconnectedness, service, and quality assurance. The proposed AY 2018-2019 targets for these six components are listed in Table 4 below.

We live in exciting times. Inspired by the Holy Spirit and the life of St. La Salle, let us fulfill our calling to be the nation and region’s center of educational innovation for impact.

Acknowledgment

Many thanks to Mr. James Sy, former ITS Director, for the data on enrollment, shifting, and graduation.

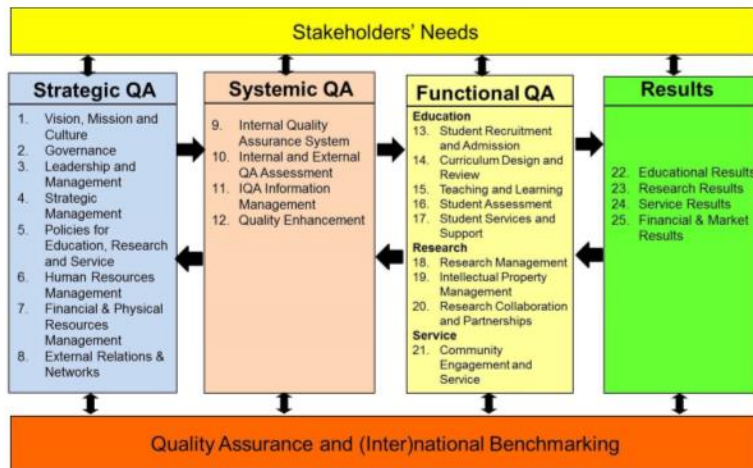


Figure 3. AUN Framework for Institutional QA (from AUN, 2011)

Vision Component	Master Plan Component	AY 2018-2019 Target	Offices Responsible
Inspiration	Faith	Every BAGCED full-time faculty member (FTFM) has studied the life of St. La Salle with fellow BAGCED members.	Dean (implementing)
Innovation; Impact	Scholarship	Every BAGCED FTFM has published (or at least submitted) “upwards” (see Table 1).	Department Chairs (DCs) (implementing); Dean (enabling); ADRAS (monitoring)

⁸ I have been an AUN QA assessor since 2014, and a senior AUN QA assessor since 2016. DLSU has around 12 AUN QA assessors, around half of whom are senior assessors.

Innovation	Technology	Every BAGCED course's "blendedness" has moved "upwards" (see Table 2).	Professional Learning Communities (PLCs) (implementing) Dean (enabling); Associate Dean (monitoring)
Innovation	Interconnectedness	Facilities (possibly temporary) for online and F2F conversations are available and used.	Dean (initiating); DCs (monitoring)
		Partnerships with targeted institutions (see Table 3) have been initiated.	Council of Chairs (CoC) (planning); Dean (initiating); ADEA (monitoring)
Innovation; Impact	Service and Service Learning	Program areas identified for strengthening (see Table 4) have new pedagogies (including service learning), technologies, and/or content.	Dean (initiating); DCs (implementing); Associate Dean (monitoring)
Innovation	Quality Assurance	AUN QA-based self-assessment report presented to BAGCED.	Council of Chairs (CoC) (implementing); Dean (monitoring)

Table 5. Proposed Targets for AY 2018-2019

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Appendix

The scholarship of teaching and learning (SoTL) refers to one of Boyer's (1990) four priorities of the professoriate. A framework for SoTL developed during my brief stint as associate vice chancellor for academic affairs (AY 2013-2015), is shown in the figure below. Essentially, the framework views SoTL as more than just good teaching (the activities of which are in light green-filled boxes in Figure 4), or scholarly teaching (the activities of which are in the light and medium green-filled boxes), though those are, in themselves, already worthy goals. SoTL goes further than scholarly teaching in that the results of the activities pertaining to one's innovation—whether in pedagogy, technology, or content—are shared with others and published in peer-reviewed journals.

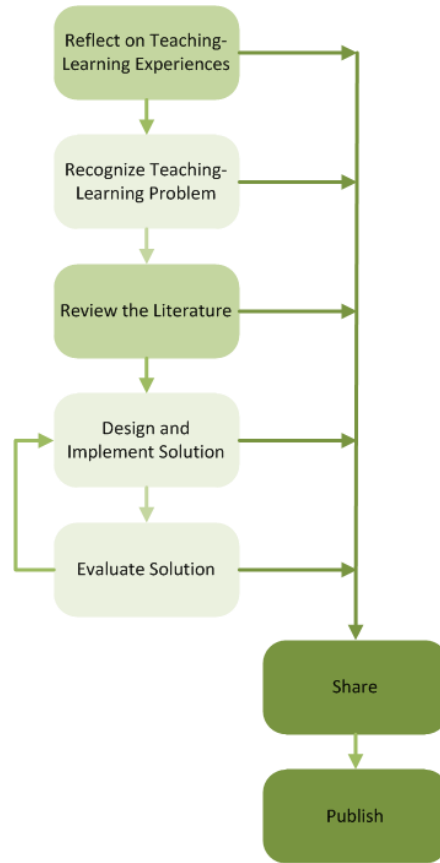


Figure 4. A Framework for the Scholarship of Teaching and Learning (SoTL)