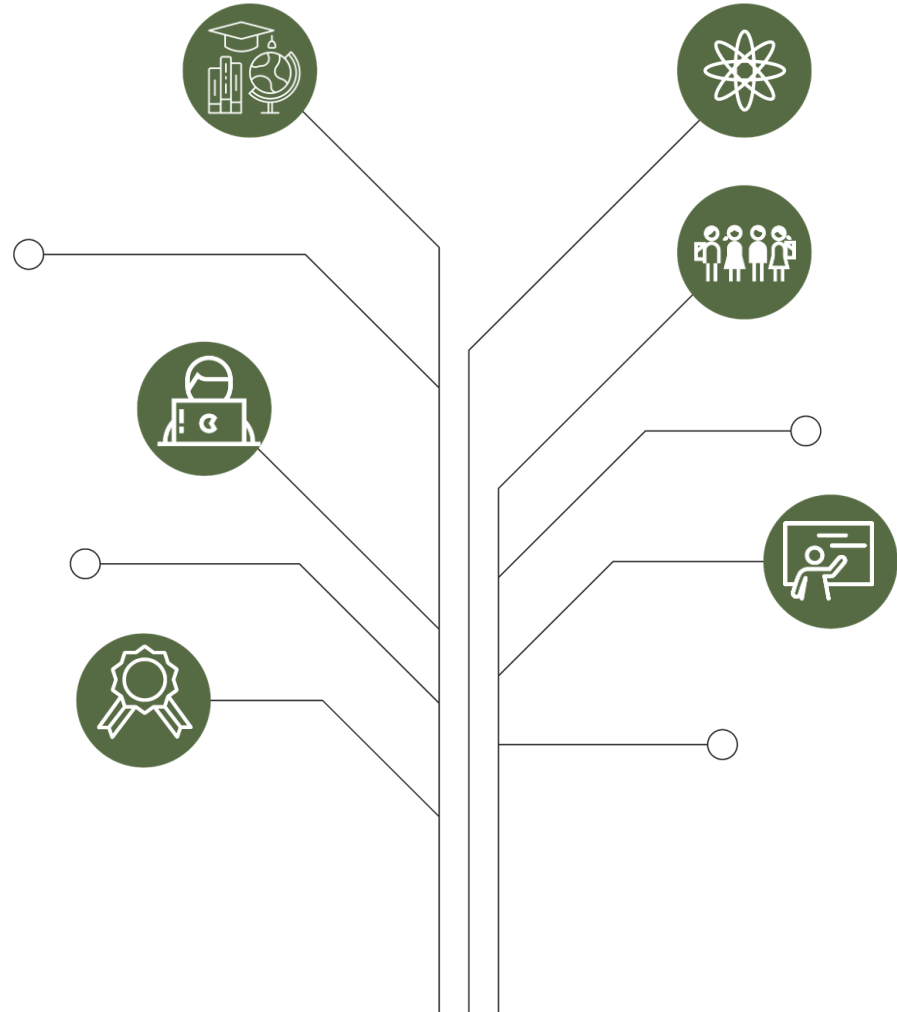
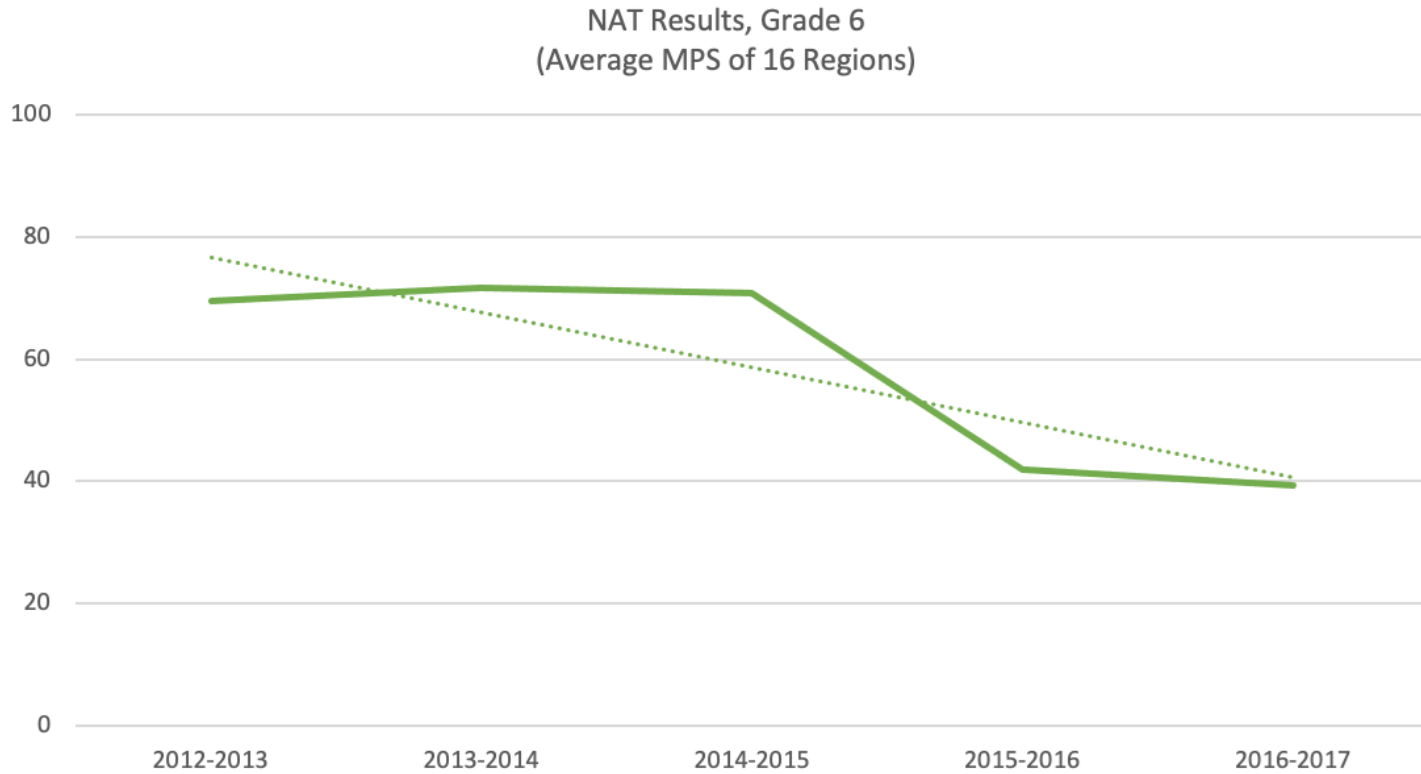




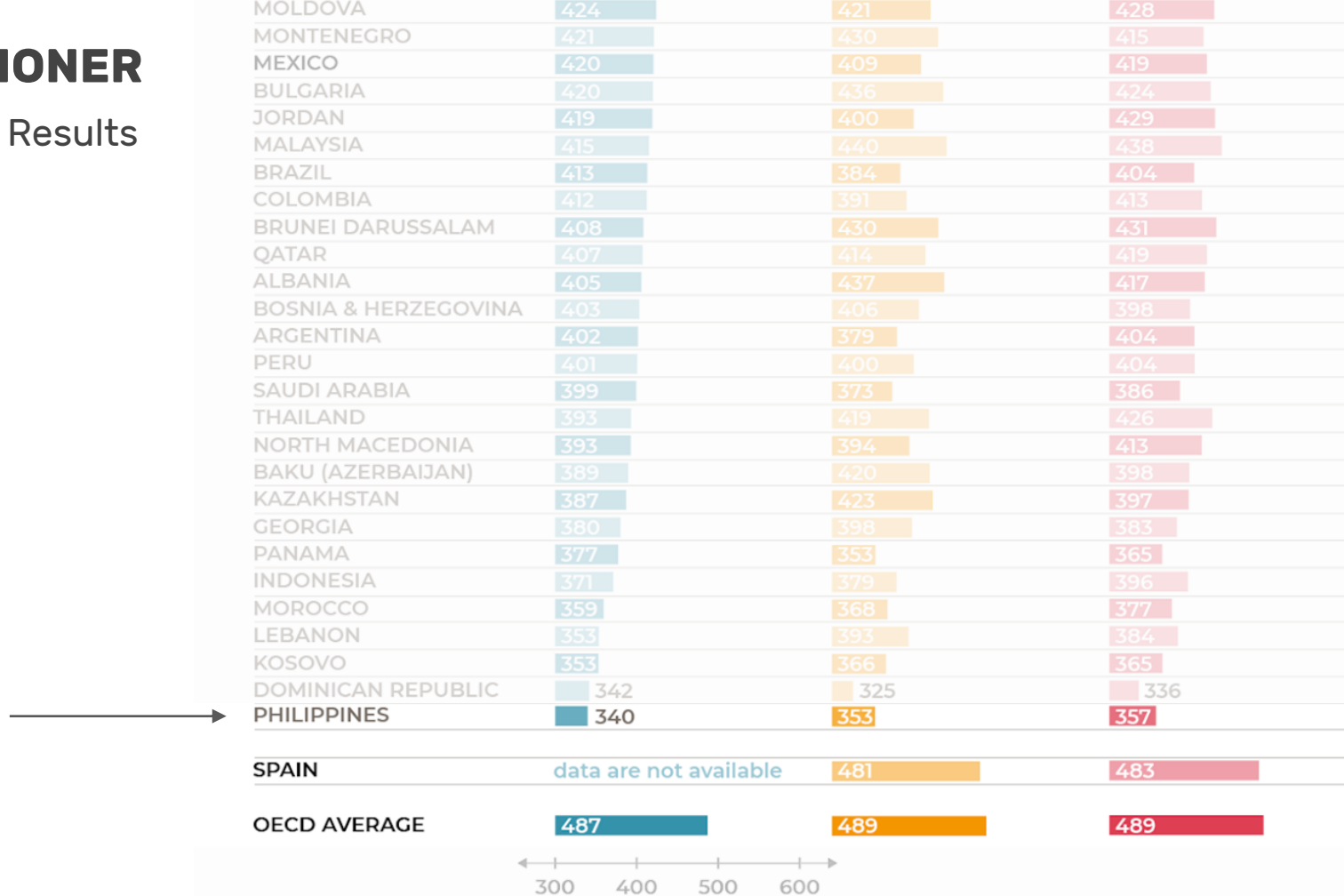
QUality Education for Resource-challenged Schools with the help of Technology (QuERST)





SITUATIONER

PISA 2018 Results



Source: OECD, PISA 2018 Database || *B-S-J-Z refers to Beijing, Shanghai, Jiangsu and Zhejiang

KNOWING QuERST

QuERST is a *multi-stakeholder system of interventions*.

Purpose

to **rapidly improve** the **quality of learning** taking place in **resource-challenged schools** with the help of **technology**

COMPONENTS



COMPONENT 1

Technology-supported **professional development** of teachers of mathematics, English, and science



COMPONENT 2

Technology-supported **tutoring of students** who are at greatest risk of not achieving the prescribed mathematics, English, and science learning competencies by the end of the academic year



COMPONENT 3

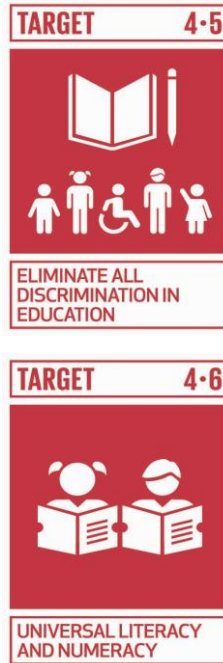
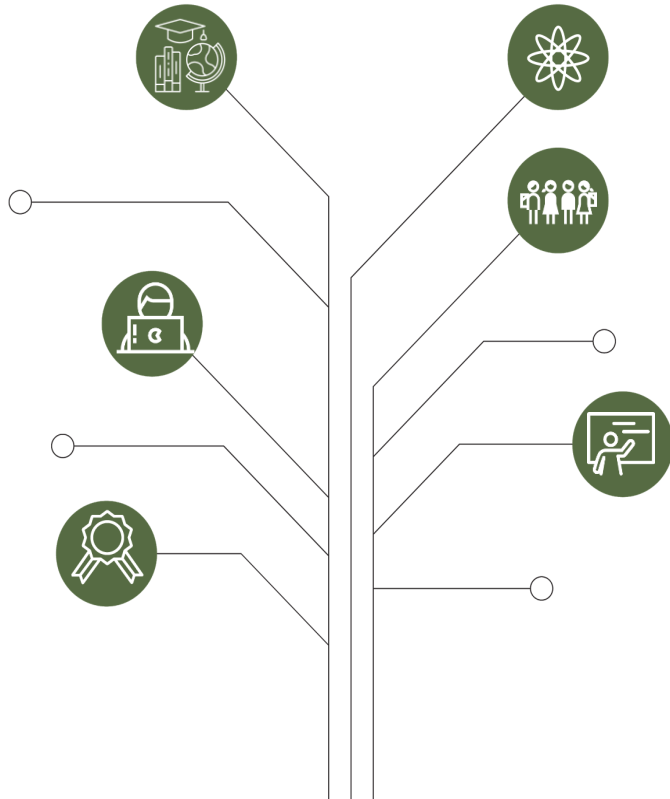
Design and implementation of **digital apps, including digital games**, to support elementary mathematics, English, and science learning



COMPONENT 4

Technology-supported **engagement with parents**, especially of the at-risk students identified in component 2

RESEARCH AND SOCIAL IMPACT



As a **scholarship of engagement** program, QuERST is envisioned to create positive research impact as well as positive social impact toward the attainment of Sustainable Development Goal 4 (Quality Education).

SOURCE: SGD 4 Education 2020

QuERST PROGRAM COMPONENTS and PHASES

Each QuERST program has 4 **components**. Each component can be a **project** on its own. Each project has its own funding.



COMPONENT 1

Technology-supported **Teacher Coaching**



COMPONENT 2

Technology-supported **Student Tutoring**



COMPONENT 3

Technology-supported **Learning Resources (Materials and Apps)**



COMPONENT 4

Technology-supported **Parental Engagement**

Each component has 3 **phases**. Each phase can have its own funding.

1

Pilot

2

Implementation

3

Turnover

After its success at a pilot DepEd school, QuERST is envisioned to be replicated in other resource-challenged schools. Each **program** at a school or in a region can have its own funding.



QuERST Distance Learning via Datacasting

COVID-19 has forced schools to go into **emergency remote teaching** mode.

Only 17.7% of households in the country have Internet access.

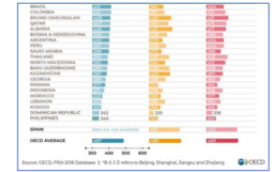
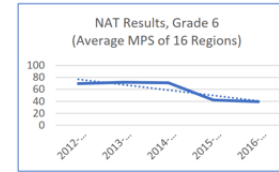
Fortunately, 82.7% of households have a television set at home.

Therefore, learning materials are mass-printed and distributed to the vast majority of DepEd students.

Learning materials can be **datacasted** to homes.

These materials consume a lot of paper, are difficult to modify, and can be a possible way of the virus to spread.

How might lessons and materials be designed for **emergency remote learning** via datacasting?



The quality of basic education has been declining.

How might lessons and materials be designed for **distance learning** (as supplementary/primary mode of learning) via datacasting?

Program Team



Dr. Raymund Sison
Program Leader

EDUCATION

PhD Computer Science
(Tokyo Tech, Japan)

PhD Education (DLSU)

EXPERTISE

Technology-Enhanced
Learning and Educational
Leadership



Dr. Auxencia Limjap

EDUCATION

PhD Education (DLSU)

EXPERTISE

Mathematics Education



Dr. Alen Muñoz

EDUCATION

PhD Education (UP Diliman)

EXPERTISE

English Education



**Dr. Frederick
Talaue**

EDUCATION

PhD Education (NIE,
Singapore)

EXPERTISE

Science Education

Program Team



Dr. Raymund Sison
Program Leader

EDUCATION

PhD Computer Science
(Tokyo Tech, Japan)

PhD Education (DLSU)

EXPERTISE

Technology-Enhanced
Learning and Educational
Leadership



Ms. Kristine Hernandez

EDUCATION

MA Education (DLSU)

EXPERTISE

Early Childhood Education



Mr. Ryan Dimaunahan

EDUCATION

MS Computer Science
(DLSU)

EXPERTISE

Technology-Enhanced
Learning



For more information or inquiries, kindly contact **raymund.sison@delasalle.ph**