



## Place-based post graduate education case analysis: Experiential learning at the work-place

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### ABSTRACT

This research analyzed three (3) cases in the Institute of Graduate & Professional Studies (IGPS) at Universidad de Manila where place-based education (PBE) was realized at the place of work of post graduate students through experiential learning. In addition, actual experiences of executive scholars who underwent training at the Asian Institute of Management (AIM) under the CHED-AIM program “*Global Academic Leadership Program (GALP) for Local Universities and Colleges*” (LUC) shared their experiences to give additional enlightenment on the impact of place-based education. Results underline the success impact of PBE to post graduate students’ integration of principles, theories, skills, frameworks, and methodologies learned from the courses of the program and applied in the place of work. Utilization of the PBE learning approach has proven to increase the academic achievement of students in their post-graduate studies. Two (2) models were formulated from results, both giving evidence of the utilization and implementation of graduate students’ own learning to the real-life experiences at the workplace, in response to and in alignment with the United Nations Sustainable Development Goal (UNSDG) No. 4 (Quality Education).

### RESUMO

Esta pesquisa analisou três (3) casos no Instituto de Pós-Graduação e Estudos Profissionais (IGPS) da Universidade de Manila, onde a educação baseada no local (PBE) foi realizada no local de trabalho de estudantes de pós-graduação através da aprendizagem experiencial. Além disso, experiências reais de acadêmicos executivos que passaram por treinamento no Asian Institute of Management (AIM) no âmbito do programa CHED-AIM “Programa de Liderança Acadêmica Global (GALP) para Universidades e Faculdades Locais” (LUC) compartilharam suas experiências para fornecer esclarecimento adicional sobre o impacto da educação baseada no local. Os resultados sublinham o impacto do sucesso do PBE na integração, pelos alunos de pós-graduação, de princípios, teorias, competências, estruturas e metodologias aprendidas nos cursos do programa e aplicadas no local de trabalho. A utilização da abordagem de aprendizagem PBE provou aumentar o desempenho acadêmico dos alunos em seus estudos de pós-graduação. Dois (2) modelos foram formulados a partir dos resultados, ambos evidenciando a utilização e implementação da aprendizagem dos próprios alunos de pós-graduação nas experiências da vida real no local de trabalho, em resposta e em alinhamento com o Objetivo de Desenvolvimento Sustentável das Nações Unidas (ODS). Nº 4 (Educação de Qualidade).

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## Introduction

As the teachers in the post graduate education teaches principles and theories in the chosen field of specialization, the students could immediately integrate and apply it in the workplace and become part of their experiential learning. Learning at the work-place is classified as place-based education.

Post graduate students, as adult learners, are encouraged by place-based andragogy to adapt deeper learning experiences in the workplace, a translation of learning to practice in conjunction with the adopted 2030 Agenda for Sustainable Development of transforming the world, in alignment with Goal No. 4 (Quality Education) of achieving access to quality higher education.<sup>1</sup>

At Universidad de Manila, the prospective *educational leaders and managers*, students taking the masters or doctorate degree are provided with knowledge, theories, philosophies and competencies, required to properly perform their roles at work. *Criminologist* and *police personnel* enrolled in the masters in criminal justice are being provided with advance knowledge relevant to criminal justice education.<sup>2</sup> While, the Asian Institute of Management (AIM) trained Local University and Colleges (LUC) *academic leaders* enrolled in the Global Academic Leadership Program (GALP) to acquire transformative leadership skills by requiring gradual development of capstone in four (4) series by “reflecting on the lessons learned and improvements achieved from the courses of the program; and to integrate the skills, approaches, frameworks, and methodologies learned from the program and apply these in a comprehensive manner focused on their respective, unique, and collective, contexts. The final output of the course is a Capstone Project as the integrating and culminating activity for the Program and a roadmap towards empowering the LUCs in providing both the community and its members access to quality and relevant education for all”<sup>3</sup>.

Place-based education and experiential learning is aligned with the famous proverb by the Confucian scholar Xunzi (340-245 BC) which says “I hear and I forget. I see and I remember. I do and I understand.” Which translates into hearing is not as good as seeing, seeing is not as good as experience, and true learning continues until it is put into action.<sup>4</sup> Experiential learning is learning by doing, more so, for lifelong learners/working professionals who are hands-on directly performing the task at hand.

## **Place-based Education**

Place-based education is the process of using the local area, the community, the place of work as focal point to learn concepts, principles and theories for professional development as lifelong learners.

Place-based education is also the idea for a veteran outdoor educator who demonstrated re-enactment of a range of teaching and learning strategies that span across the behaviorist-constructivist-socio-constructivist spectrum to facilitate learning. The educator's instructional approach featured "nurturing expanded understandings of self through place-responsive teaching" and "pedagogic agility." The teaching approaches of the outdoor educator gave an insight into the utilization of specific teaching and learning strategies.<sup>5</sup>

The inadequacy of the utilization of place-based education was revealed in a study<sup>6</sup> done in Turkey which looked into the perspective of six (6) schools as regards relationship of science education with nature. The student views the close relationship between science course and nature, but undertaking in natural surroundings conducted by students did not connect to science lecture. Although that they lived in the surroundings that is rich in natural beauty, they did possess enough information related to their environment. The study also showed that the student are very fond of doing outdoor activities but cannot connect those activities with science education.

## **Experiential Learning**

The California State University, Northridge required quality improvement (QI) projects as the primary deliverable for a graduate QI health administration course. The twenty-three (23) students developed QI projects, at students' work setting, which demonstrated a statistically significant increase in the students' ability to apply QI concepts, while students reported the projects provided a practical and real-life experience that allowed them to apply critical thinking, analytical, problem solving, systems thinking, and communication skills. It was demonstrated that incorporating experiential learning into graduate health administration coursework can be a valuable pedagogic approach.<sup>8</sup>

Experiential learning at the workplace (place-based) was utilized in this present study. The two (2) teaching strategies were combined to gain significant success in the learning of post graduate students.

## **Theoretical Framework**

Active involvement in the experience makes for the *Concrete*, while analyzing the experience in the light of the existing knowledge makes for the *Reflective Observations*. *Abstract Conceptualization* is concluding and evaluating what was learned from the experience by the students. Finally, actual application of what has been learned to the world around them to see what happens is *Active Experimentation*.

In the light of this present study, the two (2) active components utilized in Kolb's are:

- 1) Concrete. The research participants were immersed in their role as the implementer of their own learning, integrating and applying such in the workplace, hence, place-based.
- 2) Active Experimentation. This is the actual experience of utilizing the learned principles, theories, skills, frameworks, and methodologies from the courses of the program.

## **Citations throughout the manuscript**

The latest report of the Skills for Life Alliance "Getting the Basics Right: The Case for Action on Adult Basic Skills" (ED618568) explored through place-based insight the three Mayoral Combined Authority areas (West of England, South Yorkshire and Liverpool City Region) which have shown decline in the essential skills learning. The study entitled "Local Learning: Place-Based Insight on What Works to Drive up Essential Skills Participation" done by Hall (2022) revealed that getting involved in adult essential skills learning have declined in the past decade across the United Kingdom, such that, urgent action is needed in enhancing essential skills and deem as a priority both national and local. Engagement of adults and employers should be tapped in order to increase their participation and achievement.<sup>7</sup>

The research of Evan & Acton (2022) revealed success in utilizing place-based strategies in outdoor education. Thinley et al. (2022), on the other hand, realized the different aspect of place-based education implementation, that is information and experiential learning must combine. Lastly, conducting research through place-based (local learning) insight revealed status of decline in essential skills learning. The cited is an important input to the current study where the post graduate students were taught with theories and principles which they explored to learn in the workplace (place-based).

A new curriculum model called Live-Learn-Work (LLW) for the internship abroad was implemented to undergraduate student in the following areas: Seoul, South Korea; Amsterdam, Netherlands; and Lima, Peru. Kipper (2022) analyzed the LLW program design and its effect to intercultural competency. The LLW design integrates Experiential Learning

Theory (ELT) with cultural competency, cultural intelligence scale (CIS), and holistic approach to the internship abroad. The study<sup>9</sup> revealed that LLW had significant positive effect on cultural intelligence, however, uneven effect across CQ subscales (cognitive, metacognitive, motivational, and behavioral) and programs was manifested. The findings encouraged further research on the relationships among CQ dimensions.

Singh<sup>10</sup> claimed that there are gaps between classroom learnings and industry requirement from management graduates could be address by experiential learning. The researcher also examined how long-term experiential learning project will impact the marketing curricula in emerging Indian economy. The realization that educators could take advantage of incorporating experiential learning project in marketing curricula to achieve high level of engagement, involvement, motivation, interest and satisfaction among Indian students. The experiential learning project allows the application of theoretical concepts and theory in a real-life setting, leading to a more enjoyable and productive learning.

The study of Helate et al. (2022), pointed out the utilization of cognitive experiential learning strategies and preferred diverge experiential learning styles in the professional learning development activities of the English language teachers in the primary school. The primary school EFL teachers' engagement in experiential learning was assessed by the researcher from the integrative perspectives in the English as a Foreign Language (EFL) context.

According to the article<sup>12</sup> “Community Problem Solving in Criminal Justice: Breaking Barriers through Service-Learning”, service-learning in a law enforcement class could be valuable pedagogical practice learning in law enforcement class” as it provides students with meaningful community engagement and linking theory with practice. The author provided information on how the service-learning project was planned and executed, as well as the outcomes of the project conducted.

There are four (4) components of experiential learning as per Psychologist David Kolb (1984): concrete experience, reflective observations, abstract conceptualizations, and active experimentation.<sup>13</sup>

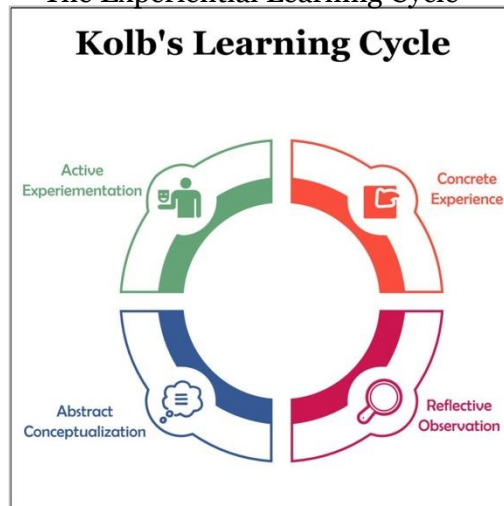
As popularly known as a flow of work, experiential learning can be applied to revolutionize strategies of teaching such as place-based education. Handing out knowledge to students may not be enough, as various studies (Bjork; Bransford et. al.; Donovan & Bransford, Accessed April 2023) proved that ‘repetition of new information and skills vastly improves learning, both quantitatively and qualitatively<sup>14</sup>.

**Table 1.**  
Summary of publications

<b>Citation type</b>	<b>First citation in the text</b>	<b>Quotes subsequent in text</b>	<b>Format between parentheses, first quote in text</b>	<b>Format between parentheses, quotes subsequent in text</b>
<b>Work of the author</b>	Hall (2022)	Hall (2022)	(Hall, ,2022)	(Hall, ,2022)
	Kipper (2022)	Kipper (2022)	(Kipper, 2022)	(Kipper, 2022)
	David Kolb (1984)	David Kolb (1984)	(David Kolb, 1984)	(David Kolb, 1984)
	Imingan (2023)	Imingan (2023)	(Imingan, 2023)	(Imingan, 2023)
	Gonzales (2023)	Gonzales (2023)	(Gonzales, 2023)	(Gonzales, 2023)
	Filoteo (2023)	Filoteo (2023)	(Filoteo, 2023)	(Filoteo, 2023)
<b>Work of two authors</b>	Evan & Acton (2022)	Evan & Acton (2022)	(Evan & Acton 2022)	(Evan & Acton 2022)
	Tria and Gano (2022)	Tria and Gano (2022)	(Tria and Gano 2022)	(Tria and Gano 2022)
<b>Work by three or more authors</b>	Helate et al. (2022)	Helate et al. (2022)	(Helate et al., 2022)	(Helate et al., 2022)
	Bjork; Bransford et. al.; Donovan & Bransford (2023)	Bjork; Bransford et. al.; Donovan & Bransford (2023)	(Bjork; Bransford et. al.; Donovan & Bransford, 2023)	(Bjork; Bransford et. al.; Donovan & Bransford, 2023)
	Thinley et al. (2022)	Thinley et al. (2022)	(Thinley et al., 2022)	(Thinley et al., 2022)
<b>Entities (identified by abbreviations) as authors</b>	United Nations Sustainable Development Goal (UNSDG)	United Nations Sustainable Development Goal (UNSDG)	United Nations Sustainable Development Goal (UNSDG)	United Nations Sustainable Development Goal (UNSDG)

**Figure 1.**

The Experiential Learning Cycle<sup>1</sup>



Source: <https://www.simplypsychology.org/learning-kolb.html>

Furthermore, this present study is in alignment with the *United Nations Sustainable Development Goal* (UNSDG) No. 4 (Quality Education).

**Figure 2.**

SDG 4 – Quality Education



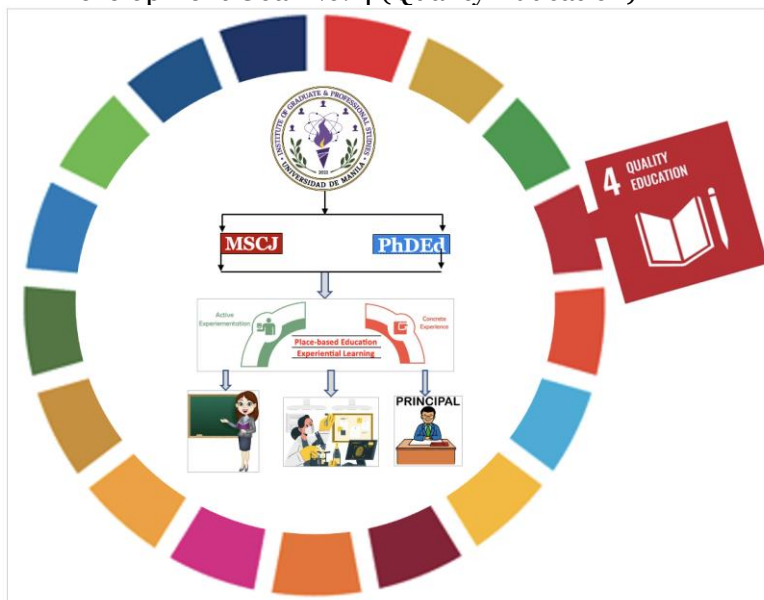
Source: Education Transform Lives. <https://www.diplomatic-council.org/node/443>

Checking on the Philippine dashboard as regards SDG 4, the Philippines' status is moderately improving, while challenges remain. SDG Target 4.4 states that by 2030, there should be substantial increase of the number of youth and adults who would have acquired relevant skills, both technical and vocational, with emphasis on high-level cognitive and non-cognitive/transferable skills, such as problem solving, critical

thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational skills.

Place-based education will promote work-specific skills, as well as inclusive environment that will nurture learning for all.

**Figure 2.**  
PBE-LE IGPS-Teaching-Learning Model Aligned with the Achievement Of Sustainable Development Goal No. 4 (Quality Education)



**PBE-LE IGPS-Teaching-Learning Model**

IGPS applies Place-based Education with Experiential Learning as a teaching and learning model to motivate students to continue and enjoy their graduate studies through utilization and implementation of their own learning to the real-life experiences at the workplace.

**Figure 3.**  
PBE-LE GALP-Teaching-Learning Model Aligned with the Achievement Of Sustainable Development Goal No. 4 (Quality Education)





## **PBE-LE GALP-Teaching-Learning Model**

### *Concrete Experience and Active Experimentation*

The Universidad De Manila (UDM) participated in the Commission on Higher Education-Asian Institute of Management (CHED\_AIM) program entitled “Global Academic Leadership Program for Local Universities and Colleges” (GALP LUC) and utilizes Place-based Education with Experiential Learning in proposing for the offering of Master in Place-Based Education (MPBE) under the Institute of Graduate & Professional Studies (IGPS).

CHED-AIM’s objective of providing transformative leadership skills and immersive learning and engagement platforms for LUC academic leaders and LGU executives to transform LUCs into powerful institutions responsible for expanding access of the youth to local and global opportunities through quality and relevant higher education is in line with achieving the United Nations Sustainable Development Goal (UNSDG) No. 4 (Quality Education).

### **Methodology**

This study utilizes a qualitative case study approach to analyze the integration of place-based education (PBE) combined with experiential learning in postgraduate programs at the Institute of Graduate & Professional Studies (IGPS) at Universidad de Manila. The research aims to develop a teaching-learning model that aligns with and promotes the achievement of Sustainable Development Goal No. 4 (Quality Education).

The research design involves a multiple case study analysis, allowing for an in-depth exploration of various instances where PBE is implemented within the workplace settings of postgraduate students. These cases include different educational programs and the personal experiences of researchers who have received specialized training. This design enables a comprehensive understanding of the impact and effectiveness of PBE and experiential learning.

Three specific cases were chosen from IGPS at Universidad de Manila, along with an additional case involving the personal experiences of researchers trained under the Global Academic Leadership Program (GALP) at the Asian Institute of Management (AIM). The selection was based on the relevance of PBE to the cases and their potential to provide diverse insights into the application of experiential learning in postgraduate education.

1. Case 1: Doctor of Philosophy in Education (PhDEd) Student (School Head A)

This case examines the implementation of PBE in a community waste management project and its broader application in various school programs.

2. Case 2: Doctor of Philosophy in Education (PhDEd) Student (Teacher B)

This case focuses on addressing reading challenges among students using behavioral learning theories and guided reading techniques.

3. Case 3: Master of Science in Criminal Justice (MSCJ) Students (PNP-Crime Lab Analysts)

This case explores the use of forensic science education in solving a real-life crime scenario

4. Case 4: CHED-Asian Institute of Management Global Academic Leadership Program (GALP) Scholar Executives of Universidad de Manila (UDM)

This case shares the experiences of UDM executives in developing and implementing innovative educational programs.

### *Data Collection*

Data were collected through multiple sources to ensure a comprehensive analysis:

1. Interviews: In-depth interviews were conducted with the primary participants of each case, including students, faculty, and stakeholders involved in the PBE projects.
2. Observations: Direct observations of the PBE activities and experiential learning sessions were carried out to gather firsthand data on the implementation process and interactions.
3. Documents and Artifacts: The research analyzed relevant documents such as project reports, reflection papers, assessment results, and teaching materials to gain a better understanding of the context and outcomes of each case.
4. Personal Narratives: In order to provide additional insights into the effectiveness of combining PBE with experiential learning, the researchers included their personal narratives from their GALP training experiences.

### *Data Analysis*

The data analysis process followed a thematic approach, with the following steps:

1. Coding: Transcripts from interviews, observation notes, and documents were coded using qualitative data analysis software. Initial codes were generated to identify key themes and patterns related to PBE and experiential learning.
2. Thematic Analysis: The codes were grouped into broader themes that represent the core aspects of PBE implementation and its impact on educational outcomes. These

themes were refined and validated through constant comparison and cross-case analysis.

3. Synthesis: The thematic findings from each case were synthesized to develop a comprehensive teaching-learning model that aligns with Sustainable Development Goal No. 4 (Quality Education). This model integrates the key principles and strategies identified in the analysis.

### *Validation*

To ensure the reliability and validity of the findings, the following measures were taken:

1. Triangulation: The researchers used data from multiple sources (interviews, observations, documents, and personal narratives) to corroborate the findings.
2. Member Checking: The preliminary findings were shared with the participants to validate the accuracy and credibility of the interpretations.
3. Peer Review: Peers and experts in the field of education reviewed the research design, data collection, and analysis processes to ensure methodological rigor.

### *Ethical Considerations*

The study adhered to ethical guidelines to protect the rights and well-being of the participants. Informed consent was obtained, ensuring participants were fully aware of the research purpose, procedures, and their right to withdraw at any time. Personal information was anonymized and data was securely stored to maintain confidentiality.

## **Results and Discussion**

### **Case 1: Doctor of Philosophy in Education (PhDEd) Student (School Head A)**

The case of the IGPS PhDEd student School Head A realized PBE in two-tier levels. In the course *Educational Organizations and Programs: Evaluation and Assessment Designs* (PhD 307), IGPS PhDEd student (**School Head A**) utilized his learning of the course in the *organization* of the Community Waste Management (CWM) project of his school following the tenets of strategy hands-on learning or experiential learning.

#### *First Tier PBE (Organization of CWM)*

The school and its surrounding communities are now burdened with solid waste problems. Implementing PBE, School Head A must see to it that the objective of the CWM - that is to engage the stakeholders in participating in the actual learning experiences of the students - is met.

Activities in the CWM involved the Science and Social Studies (AP) Department which focused on an Adopt-a-Community project and agreed to separately conduct the immersion in two (2) barangays in Parola Tondo, Manila as integration for their respective topics Ecological Waste Management and “Ang mga Suliranin at Hamong Pangkapaligiran.”

The task culminated in four (4) Saturday workdays for the Science and AP Departments. The teachers for the first week instructed the students assisted by their parents and Barangay personnel to conduct a survey interview with the families and Barangay officials and shot a video of the community waste condition.

For the second and third weeks, the teachers, students, parents, and barangay personnel completed the bulk of the removal work by segregating, separating those that can be recycled, and disposing of those that cannot be recycled. Those weeks were an opportunity for parents to interact with their kids in a way that is helpful to the school, part of their education, and helping the community. Both teachers and students have created interactive learning environments shaped by hands-on activities. For the last week, the students shot a video of the entire community to record the new waste condition and the residents were asked to gather in the covered court where the students presented video lectures and a video showing the outcome of the project.

*Evaluation and Assessment* of the CWM project. The project brought not only engagement but also empowerment among all the participants as evidenced by the success of the project. The internal stakeholders were encouraged and inspired to do something positive in response to the social problem that they face.

The PBE implementation of learning by School Head A only proves that when leaders create a learning community that everyone can participate and contribute, then, remarkable results could be expected.

### *Second Tier PBE (Programs)*

Anchored on the DepEd protocols, *School Head A* issued a school memorandum instructing all department heads to implement place-based education (PBE) learning in all *programs* in the different subject areas. The PBE focused on learning through participation in service projects for the local school and/or community. The Science and Social Studies (AP) Departments, were to integrate the PBE as a means to deliver the “Maka-kalikasan” core values of the Department of Education under the MATATAG agenda.

In the case of PhD students at the Institute of Graduate & Professional Studies (IGPS), juggling the tasks and responsibilities as a teacher and a family mother or father is very challenging. Most of the time, students fail to comply with required coursework. However, with *contextualized way of giving academic tasks*, the students are no longer pressured and stressful for them.

As part time student and a full time school head in Schools Division Office (SDO) Manila, the level of stress is very high. But in the PHD Class, the students were able to use the PBE or instruction. They find it effective especially in cooperative learning since the output is collaboratively done. All members worked on an assigned task. In this way, independent learning is developed among the members in the group.

After the activity has been done, a written reflection is prepared to emphasize what best went well and which activity has not been implemented properly. In this way, the students were able to evaluate one's output for improvement. Through this approach, giving feedback, reflection and understanding of leadership concepts have been given articulation and highlight. Moreover, after the presenter had already discussed his/her topic, each one will contribute a related ideas on the topic presented, this, sharing of ideas is a productive way of intellectual discussions. The student truly appreciate this as part of developing the discernment as school leaders. Taking into consideration people's needs in the organization is one important traits that a leader must have.

As a teacher-researcher, Dr. Imingan (2023), observes that students learn more when they are integrating their real experiences and reflections. This is very significant so that they can understand the wisdom of every action and expression of people; they can easily understand the context of people; and in school leadership, having the wisdom creates a purpose in making a difference in organizational development. This is particularly important for the students to be given realistic tasks so that they can be able to discern thoroughly the leadership concepts- their inherent challenges and issues, problems in school and how can they provide resolutions for the achievement of organizational effectiveness. As teachers themselves, they can easily understand the wisdom of theories and concepts as it applies to the stakeholders they serve and the context is highly relatable which triggers flow of ideas and expressions which is a result of discernment and reflection.

### **Case 2: Doctor of Philosophy in Education (PhDEd) Student (Teacher B)**

The Institute of Graduate and Professional Studies (IGPS) Doctor of Philosophy (PHD) major in Educational Leadership and Management offers *Curriculum Management and Instructional Leadership* course which aimed at producing student that has the capacity to make an original contribution in pushing the frontier of knowledge in a chosen field and to demonstrate ability to work independently as a student.

The Researcher Dr. Gonzales (2023), as an Instructional Leader, always emphasizes the importance of the subject to PhDEd students. The main focus of this case analysis is IGPS PhDEd student (**Teacher B**) who handled the two hundred ninety-one (291) Grade 7-10 frustration level learners in reading.

The occurrence of COVID-19 pandemic brought about unprecedented challenges in the field of education. One of these is the problem of literacy primarily because of the shift in

learning modality resulting in struggling with reading among Teacher B's learners. Teacher B's school has not been exempted from this struggle. In fact, the PHIL-IRI among Grade 7 as well as the DIRICT pre-reading result among Teacher B's Grades 8 to Grade 10 learners revealed that a total of 291 learners are at the frustration level, clearly indicating that they need the help and assistance of the teachers outside of the regular classroom meetings. The common problems encountered by Teacher B during the conduct of pre-assessment are poor reading comprehension and low reading fluency. Thus, Teacher B thought of specific reading strategies that could help the students improve their skills.

In the course *Curriculum Management and Instructional Leadership* (DPELM 207) the graduate students are encouraged to come up with actual experiences in their respective classroom and to do it in his own initiative independently. With this in mind, Teacher B employed the behavioral learning theory, also known as behaviorism, that all actions are acquired through interactions with the environment. According to this learning theory, *environmental (place-based) factors* have a much greater impact on behavior than innate or inherited traits. Acknowledging this impact, Teacher B focused on the *classroom's* (place-based) environmental factors, such as the teaching materials, instructional strategies, and teacher-classroom behaviors, as each of these factors has a direct impact on how students behave<sup>6</sup>.

Teacher B implemented an *original contribution in sharing knowledge* in the classroom by utilizing guided reading technique which is emphasized by behaviorism perspective. *Teacher B* used behaviorism to observe students reactions and response to certain stimuli. Repetition is necessary to regularly remind students what behavior Teacher B is looking for.

*Teacher B* utilized the technique by following the guidelines on what to do before, during, and after the guided reading activity. First, the learners are organized into groups according to reading ability and/or learning needs based on the assessment tools results. Then, Teacher B selected *localized texts materials* (like Comics) to meet the interest of the group. The students worked individually, reading quietly or silently. She also supported the students while they read sections or whole texts independently. In addition, Teacher B continued giving the learners motivation and positive reinforcement *like storytelling* to ensure the students' reaction and response while she kept running records of their performance for proper assessment of their advancement. In return, the students were able to show great improvements and were able to move to a higher level of speed and reading comprehension.

In the behavioral learning theory, repetition and rewarding behavior go hand in hand. Teacher B frequently tried to strike the right balance between having the situation repeated

and having the positive reinforcement show up to convince students that their behavior is appropriate. Since the key component of behavioral learning is motivation, Teacher B encouraged the students constantly through positive reinforcement. Further, she was able to support the students to become independent readers by instilling that their positive reactions and feedback contributed to their success towards independent reading.

This *lived experiences shared* (behaviorism) is a planned undertakings that will help address the existing *student reading dilemma*. Teacher B's full understanding of the underlying principles, strategies, and theories of learning is vital in students' level of speed and reading comprehension.

### **Case 3: Master of Science in Criminal Justice (MSCJ) Students (PNP-Crime Lab Analysts)**

The Institute of Graduate & Professional Studies (IGPS) Master of Science in Criminal Justice (MSCJ) with Specialization in Criminology offers Forensic Science education which trains current practitioner Crime Laboratory Analysts to develop their participation in applied research linked to professional practice. Currently, forensic science users and providers needs practitioners who have acquired expertise beyond their initial and advanced training to ensure to support and develop forensic science through research, with the application of science and technology.

The Researcher Dr. Filoteo (2023), as a Forensic Science educator, always emphasize the importance of the course *Science of Criminalistics* (CJ 103) to MSCJ students. The main focus of this case analysis - the ten (10) students who are members of the Crime Laboratory of the Philippine National Police, four (4) Questioned Document Examiner, four (4) Ballistician and two (2) Fingerprint Technician – who gained comprehensive understanding of criminalistics, the application of forensic science to criminal matters - the resolution of crimes. By profession, they examine physical evidence in the crime laboratory.

Moving noises in the middle of the night alerted Victim X's wife. She prodded Victim X to check what is creating the noise downstairs. Victim X encountered the armed intruder and was shoot to death. The authorities investigated the crime scene and recovered four fingerprints. The ten (10) MSCJ students, who are PNP-Crime Lab Analysts by profession, worked on Victim X's case. They applied what they learned under the course *Science of Criminalistics*. They examined the physical evidence in the crime laboratory – in this case the latent fingerprints. Physical evidence is vital element in proving there was a crime. Inceptive evidence was established. The fingerprints matched those of a convicted felon that is already on file. The suspect was ultimately brought to trial and was found guilty. The use of a suspect's

fingerprints to make a conclusive identification, which ultimately led to the suspect's arrest and subsequent legal proceedings, is a scenario that occurs in practically every investigation of a crime scene. The MSCJ students shared that it's crucial to ensure that recording and development of latent prints are carried out in the appropriate manner – expertly analyzed court admissible facts of the evidence.

Full understanding of underlying principles and theories of Forensic Science is so important to avoid inflicting injury to others. In addition, inclusions of real-life situations course content not only helps students master it more effectively and helps them understand the importance of learning the content, and therefore, be more motivated for doing so.

Foremost reasons for incorporating real-life situations into instruction make content easier to understand, and that the relevance of content is verified by real-life examples.

#### **Case 4: CHED-Asian Institute of Management Global Academic Leadership Program (GALP) Scholar Executives of Universidad de Manila (UDM)**

The Commission En Banc (CEB) Resolution No. 890-2020 approved the capacity building project to upgrade the leadership skills of both state (SUC) and local (LUC) academic leaders. The project is entitled “Global Academic Leadership Program” (GALP). The phase of two (2) of the GALP involved Local Universities and Colleges (LUC) presidents, and their core team member, and the LUC government partners.

The GALP LUC online training program provided transformative leadership skills and immersive learning and engagement platforms for LUC academic leaders and LGU executives to transform LUCs into powerful institutions responsible for expanding access of the youth to local and global opportunities through quality and relevant tertiary education. The Program is a practical, hands-on skills-based and tools-based approach to developing and implementing deep change - and doing it faster, with less resistance across multiple stakeholders and more contribution to long-term success. It provided frameworks and insights into ways leaders can propel “success cycles” and avoided the pathologies of decline shaping an adapting culture of confidence.<sup>18</sup>

The researchers (Tria and Gano, 2022) underwent four (4) modules, where the scholar executive is compelled to be an innovator, an academic entrepreneur and leader:<sup>19</sup>

Module 1: Ecosystem and stakeholders assessment and regulatory environment challenges;

Module 2: Evidence- based analysis and design, problem identification, challenge statement, and the internal environment analysis to an understanding of the LUC as an institution exercising multiple missions and shared governance based on its unique relationship to the local government unit and the community.



Module 3 and Module 4: Emerging strategies/practices and thought towards academic excellence and sustained resource mobilization.

The Capstone Project is guided by the framework “Education ‘By Design’: From Intent to Impact. Through its objective, the scholar-executive was able to develop a project that will contribute to the body of knowledge on good practices in the delivery of shared governance, academic excellence, and resource mobilization; and craft a continuous plan for learning in the light of identified development areas which are high impact, innovative, collaborative, doable and replicable.<sup>20</sup>

There are two (2) parts: Part 1 is guided by the approach “superior strategy, inferior resources”, while, Part 2 presents the scholar-executive as an academic entrepreneur, his/her leadership capital, his/her personal vision/mission, and his/her development plan.

The Capstone Project was entitled “*Student Learning Journey Innovation Embedded in the New Master in Place-Based Education (MPBE) Program*”.<sup>21</sup> It falls under Thematic Area #7 (Prototypes in Research, Extension, and Instruction) which focuses on proposed prototypes in innovations in pursuit of mission and customer-centric aspirations and needs utilizing stakeholder engagement and linked to UDM vision-mission and the external environment context.

Challenges were encountered in accomplishing the attempted place-based education innovations cited above. Hence, the rationale of the supposed capstone on the utilization of the place-based education teaching strategies was questioned: It became a “chicken and egg” problem: shall UDM innovate in utilizing the PBE or shall UDM educate teachers first in PBE? Encountered with the stated dilemma, the capstone was formulated. It is rational that there should be master of the PBE methodologies first, hence the offering of the MPBE program.

The *Place-Based Education* teaching strategy could assist in achieving the United Nations Sustainable Development Goal (UNSDG) No. 4 (Quality Education). The MPBE program will aid in achieving SDG Target 4.C that promotes empowerment of educators, recruited with adequate remuneration, motivated, qualified professionally, and supported within well-resourced, efficient, and effectively governed system.<sup>22</sup>

The offering of Master in Place-Based Education (MPBE) Program is aligned with CHED Memo No. 15 series 2019 known as “Policies, Standards, and Guidelines for Graduate Programs”<sup>23</sup>. It’s proposed to be offered under Non-thesis Professional Track. It has at least thirty (30) units of coursework consisting of advanced studies in professional or vocational fields wherein at least three (3) units shall be labelled as capstone course or practice-based project. The program requires students to pass a comprehensive examination and complete a capstone project.

Place-based education was utilized during the conceptualization of the Capstone Project as the proposed project was projected with Universidad de Manila as the implementor of the MPBE program. Moreover, experiential learning was incorporated in the creation of a

work plan that will deliver the desired outcomes with the “end in mind”, in the light of an academic entrepreneur/executive experiences.

## **Conclusions**

The case analyses from the Universidad de Manila (UDM) Institute of Graduate & Professional Studies (IGPS) demonstrate the significant impact of Place-Based Education (PBE) and experiential learning in promoting Sustainable Development Goal No. 4 (Quality Education). These teaching-learning models improve academic achievement by integrating real-world environments into educational settings, fostering a dynamic and contextualized learning process. The various cases show that PBE not only enhances student engagement and empowerment but also encourages innovative learning strategies and holistic development.

The findings indicate that PBE effectively improves academic performance by enabling students to apply theoretical knowledge practically. This approach leads to a deeper understanding and retention of concepts. Additionally, PBE promotes engagement and empowerment among students and stakeholders, as evidenced by their active participation in community-based projects. These projects instill a sense of responsibility and agency in students, motivating them to make positive contributions to their communities while learning.

Moreover, PBE promotes innovative learning strategies by incorporating hands-on activities and real-life problem-solving, making the learning experience more relevant and impactful. It supports the holistic development of learners by addressing both cognitive and non-cognitive skills, enhancing critical thinking, problem-solving, and collaborative skills. The alignment of PBE with educational goals and policies, such as the CHED Memo No. 15 series 2019, highlights its relevance and potential for broader application, making significant contributions to achieving quality education through innovative and contextually relevant teaching strategies.

## **Recommendations**

To maximize the benefits of PBE, educational institutions should consider expanding its implementation across various programs and disciplines. This can be achieved by integrating PBE into curriculum design and teacher training programs to ensure educators are well-equipped to effectively apply these strategies. Providing continuous professional development opportunities for educators is crucial, focusing on experiential learning methodologies, community engagement techniques, and the development of context-specific educational content.

Fostering partnerships between educational institutions and community stakeholders can create meaningful PBE opportunities, allowing students to engage in authentic learning

experiences and promoting community development. Establishing robust monitoring and evaluation mechanisms to assess the impact of PBE on student learning outcomes and community engagement is essential. Regular feedback from students, educators, and community members can help refine and improve PBE initiatives.

Conducting further research on the effectiveness of PBE in various educational settings and disseminating findings to inform best practices can inspire other institutions to adopt and adapt PBE strategies. By following these recommendations, educational institutions can leverage the benefits of PBE to enhance the quality of education, promote student engagement, and contribute to the sustainable development of communities.

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