

Responding to Articulation of Outcome-Based Education in Graduate Education by Cruz and Doctolero (2015); Insights from an Educational Leadership Major

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Abstract

This correspondence article offers a reflection on the journal article entitled "ARTICULATION OF OUTCOME-BASED EDUCATION IN GRADUATE EDUCATION: A PRACTITIONER-ACTION RESEARCH" by Cruz and Doctolero (2015) from the perspective of an Educational Leadership major and research enthusiast. The authors' expertise and experience as practitioners enhance the relevance and practicality of their research findings on adopting outcome-based education in graduate programs. The need of using a double-feedback loop to overcome the discrepancy between professed values and theory-in-practice is emphasised in the paper. This correspondence article contributes to the ongoing conversation about the implementation and effectiveness of outcome-based education in graduate education, providing valuable insights and recommendations for the implementation of related studies in the future.

Keywords: Outcome-based education Graduate education Practitioner-action research Implementation Effectiveness

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1. Correspondence Article

In response to the article "ARTICULATION OF OUTCOME-BASED EDUCATION IN GRADUATE EDUCATION: A PRACTITIONER-ACTION RESEARCH" by Cruz and Doctolero (2015), I would like to offer a critique on the lack of discussion of the limitations of the study that can be signified in the conclusions section of the study. As noted by Creswell and Creswell (2018), a discussion of limitations in the conclusions section can also serve to stimulate further research and guide future investigations.

Although methodological rigor was evident because the authors used the five components of a mixed method research design—triangulation, complementarity, development, initiation, and expansion (Johnson, 2017)—only three (3) graduate students who agreed to participate actually took part. Given that suggestions for policies and activities seemed to apply to the entire population, this could indicate sampling bias, and it might be essential to establish generalizability with a larger sample size drawn at random.

This study mentioned that graduate students weakly manifested the pre-requisite skills in research specifically in terms of the nature and use of statistical tests. While it is true that making it concurrent with Research Methods might help, there is also a need to examine external bias or factors such as having innately low mathematical and analytical aptitude skills. Several studies suggest that statistics knowledge is a common challenge among graduate school students and highlights the need for interventions and support to improve their statistical skills. Standardised examinations, in addition to survey questions and grades, might be added to improve the rigour of future research. This would enable more accurate intervention plans and program credit for individuals with advanced statistical knowledge.

Furthermore, I suggest that future research should consider replicating this study by testing if there is also dissonance between theory and practice in their research locale and do actual implementation of the double-feedback loop to check its effectiveness. Best if it will include a control group to better understand its potential effects.

2. Conclusion

In conclusion, while the study by Cruz and Doctolero (2015) provides important insights into the potential benefits of using double-feedback loops as it allows identification and modification of weak organizational practices, further research is needed to verify its effectiveness through actual implementation with a larger population, more comprehensive research methods and standardized instruments.

References

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