

Fast Pacing Progress in Tools of the Trade

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The swift pace of the development in tools of the trade is upwards and does not give hint on slowing down. It is because of our aim to be more effective and to optimize our resources, time, and effort. In this issue of the Lukad Journal, tool of the trade is the dominant theme that weaves through the articles. Tools of the trade are also popularly known as productivity tools. They are deemed essential because they increase productivity, boost efficiency, maximize time, promote safety, lessen expenses, and lighten labor.

Lukad, as a product, is one of the commodities from coconut that brings about one of the main livelihoods of many Filipinos. As can be recalled, as discussed in the Editorial Note in the maiden issue of the Lukad Journal, *lukad* as a process undergo several phases, and those are “*paghahawan* (farm cleaning), *pangangawit* (dislodging), *pag-iipon* (gathering), *paghihila* (hauling), *pagtatapas* (dehusking), *pagbabaak* (splitting), *paghahanay* (piling), *pagtatapa* (heating), *pagtitigkal* (scooping), *pagsasako* (bagging) and *pagbebenta* (selling)” (Avila et al., 2018 as cited by Abenes, 2021, p. 1). In those stages, the *lukad*-makers, the farmers, use basic productivity tools to aid them in their toils.

Other trades or professions need tools, just as the *lukad*-makers do. In this issue of the Lukad Journal, teaching tools, methodological developments, developed learning technologies, and advancement in philosophical and pedagogical assertions are the main subject matters that the authors of the articles view as vital in affecting transformation and progress in their respective fields. Moreover, *Lukad's* versatility as a product and a process is reflected herein. The articles exhibit the creativity and innovation of the authors that cover a wide range of topics showcasing the journal's being multi-disciplinary.

Richard M. Bañez and Florentina Buño's paper is this issue's first article. Their paper focused on existential predicament and consideration of value clarification teaching practices in dealing with children's stories. They found that the respondents in their study, the selected pre-service elementary teachers, consider the valuing processes when teaching children's stories as they assert that this can help their students in deciding what values to live out in their respective communities. This was affirmed when the two variables (value clarification teaching practices and the pre-service elementary teachers' awareness of existential predicament) were correlated through Pearson *r*. As an output of this study, a course of action was developed “to revitalize pre-service elementary teachers' value clarification teaching practices while sustaining their awareness of existential predicaments in children's stories” (Bañez & Buño, 2022, p. 5).

“Understanding Alternative Conceptions: Constructivism and Nature of Science Approach” by Lexter R. Natividad of the Central Luzon State University is the second article. In his paper, he stated that postulates, hypotheses, theories, and laws that are developed by scientists explain the workings of the universe. Some individuals, including students and adults, however, have misconceptions or alternative conceptions about them. The author contends this and asserts “that alternative conception is a crucial factor in the development of learning and that there must be no drastic shift by educators” (Natividad, 2022, p. 21). The author also stated that alternative conceptions are related to the learners’ critical thinking as he grounded it in his discussions of the Constructivist Theory, Model of Educational Reconstruction, Nature of science, Kuhn’s Paradigm Shift, Popper’s Theory, and some of his personal notes.

Using digitized concept stories for students’ engagement and meaningful learning experiences in Grade 7 Biology is Florentino I. De Guzman and Marife S. Magpantay’s topic in their paper, the third article in this issue of the Lukad Journal. The engagement, difficulties, and meaningful learning experiences of the students in a Grade-7 Biology class were analyzed vis-à-vis their use of the developed digitized concept stories that were used as intervention materials. After using the developed digitized concept stories, the chosen 20 Grade-7 student-participants in this study were interviewed as regards their learning experiences when they used the materials. Another survey was conducted with the chosen 22 teachers of Grade-7 Science regarding their view of the quality of the developed digitized concept stories. The findings show that the developed digitized concept stories are acceptable to science teachers, useful to aid learning, able to facilitate student engagement, suitable for distance learning, and ready to be used for Grade-7 Science. Further testing of the developed digitized concept stories’ ability to improve the academic performance of students was recommended (De Guzman & Magpantay, 2022).

Rowena D. Sabate, Analyn C. Bituin, and Jayson L. De Vera’s article is the fourth in this issue. Their paper centers on evaluating the eFES-TEACH webinar (Extended Teacher Empowerment and Early Childhood). This community extension program was conducted in March 2021 for K-3 teachers of Districts 1 and 2 in Marikina City, Philippines. Spearheading and implementing this extension program was the Faculty of Education Sciences of the Philippine Normal University, Manila in partnership with the Schools Division Office, Marikina City. Using descriptive statistics, the results showed that the program was rated excellent. Among the stated criteria, the extension program’s level of achievement of purpose was rated as the highest. On the other hand, its program equipment/arrangement was considered a challenge by the beneficiaries of the program. With this, the authors put forward some recommendations and implications for future community extension programs.

The development and validation of an audiobook in Afro-Asian literature for Grade 8 students in one of the public schools in Magalang, Pampanga, Philippines is the fifth article

in this issue. It is a study conducted by Mariel D. Catalan and Danica N. Marcelo of Pampanga State Agricultural University. At the outset, 20 literary pieces were selected based on the Department of Education's (DepEd) Grade 8 learner's module. Thereafter, evaluation of the audiobook was conducted by 10 experts who used two evaluation instruments provided by the Graduate Studies of Pampanga State Agricultural University. The 20 literary pieces were then audio-recorded in mp3 format and were validated by experts in terms of quality and technical/technological factors. Based on the final evaluation of experts, two rounds of revisions were conducted to meet the indicators or criteria. Future researchers' field testing of this developed audiobook in Afro-Asian literature was highly recommended to attest its effectiveness. The authors also stated that the DepEd Pampanga Division can use it as a supplementary material for distance learning of Grade 8 English students, specifically the struggling readers (Catalan & Marcelo, 2022).

The sixth article is about e-waste recycling and it is authored by Dexter Andrew O. Manalo from Pampanga State Agricultural University. The author examined the selected senior high school students' awareness, attitude, and behavior on e-waste recycling. The findings reveal the student-respondents' positive awareness and attitudes and neutral behavior on e-waste recycling. The statistical data also reveal that the respondents' awareness and their attitude on e-waste recycling are positively correlated; therefore, e-waste recycling has to be considered in enriching the science curriculum. As the students have neutral behavior on e-waste recycling, the author suggested that student activities and trainings on this topic should be considered by science teachers, curriculum designers, and other concerned school program implementers. The author also asserted that e-waste recycling has to be permanently embedded in the science curriculum and lessons (Manalo, 2022).

Rhocie Avelino E. Matienzo's essay that is written in Filipino, the seventh article in this issue, centered on exploring the traces of the philosophy of altruism of Emmanuel Levinas, particularly his notion of the Other, in the the Filipinos' cultural values of *utang na loób*, *hiya*, strong family ties, and *bahala na*. The author asserts that taking the Levinasian altruism as a form of an alternative model will shed light especially to policy-making bodies in evaluating (or resolving) in the country and the world at large.

This issue of the Lukad Journal has ushered in the depiction of the authors' contributions to the bulk of knowledge that this world holds. Once again, being a multi-disciplinary journal, it has become a tool in sharing to its readers the continuous progress in educational materials, teaching methods, philosophical and pedagogical assertions, learning technologies, environmental awareness, and extension programs to name a few.

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