

Editor's Note

Interweaving Memory, Pedagogy, and Inclusion: Emerging Directions in Filipino Scholarship

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This October 2025 issue of *Lukad: An Online Journal of Pedagogy* presents a diverse collection of scholarly works that foreground the intersections of culture, language, inclusion, and pedagogy. Each work in Volume 4, Issue 1 demonstrates how education can be a transformative space for reflection, resistance, and renewal—embodying *Lukad*'s continuing advocacy for research that is grounded, compassionate, and transformative.

The first article, “Bagí ken Lágip: Dániw Bilang Dangadang” by Rene Boy E. Abiva, opens the issue with a critical exploration of Ilokano poetry as a cultural embodiment of body, memory, and nationhood. The study reveals how *dániw* (poetry) becomes a site of reclamation and resistance, illuminating the political dimension of literary creation in sustaining collective identity.

In “Pagsusuri sa Pananaw ng mga Guro hinggil sa Telenobelang Maria Clara at Ibarra Bilang Kagamitang Pampagtuturo sa Filipino,” Allan Mark C. Sotto and Angelo B. Barquilla examine how popular media may serve as a pedagogical tool. Their findings affirm that telenovelas, when critically mediated by teachers, can deepen learners’ appreciation of literature and bridge historical and contemporary learning contexts.

The third article, “From Trauma-Informed Care to Classroom Practice: Reimagining Trust-Based Relational Intervention for Learners with Autism Spectrum Disorder” by Hilaria Miguel Manuguid, reinterprets the Trust-Based Relational Intervention (TBRI) model within the Filipino cultural context. By proposing a Culturally Responsive TBRI (CR-TBRI), the study emphasizes empathy, communal harmony, and relational care as foundations for inclusive and trauma-informed education (Perry, Purvis, & Cross, 2020).

Axle Christien J. Tugano’s “Paglilinig ng Araling Aprikano sa Pilipinas: Mula Area Studies tungong Araling Kabanwahan” revisits the evolution of African Studies in the



Philippines. The paper underscores the importance of reintegrating Araling Aprikano into the curriculum through a Filipinized and intercultural framework, thereby enriching global understanding through local perspectives.

In “Pagsasa-Filipino ng Teolohiya sa Unibersidad at Seminaryo,” Mark Joseph Pascua Santos reflects on the gradual Filipinization of theology instruction. Through the narratives of theology educators, the article outlines both the challenges and pedagogical insights of teaching theology in Filipino, positioning language as an essential vessel of faith and intellectual tradition.

“Gender Mainstreaming in Revenue Education: Juxtaposing the Philippine Tax Academy’s Overarching Curriculum and the GARCIA Toolkit on Gender-Responsive Education,” authored by Gina A. Opiniano, Ma. Teresa S. Habitan, and Sofia Jan J. Manlapaz, advances gender mainstreaming as a critical component of revenue and fiscal education. The comparative analysis offers a policy-level perspective on how gender equity and inclusion may be institutionalized within professional learning systems (European Institute for Gender Equality [EIGE], 2016).

Concluding this issue is “Fostering Inclusivity: Understanding LGBTQ+ Experiences for Policy Recommendation” by Kristine Carla P. Mahaguay and Anna Liza L. Ojas. Anchored on Meyer’s (2003) Minority Stress Theory, the study gives voice to LGBTQ+ students’ lived experiences in public schools and proposes policy recommendations for building safer, more inclusive, and affirming learning environments.

Together, these seven articles illustrate Lukad’s vision of pedagogy as a continuous act of weaving—of interlacing knowledge, identity, and care. They remind us that the heart of teaching lies not only in transmitting knowledge but in nurturing understanding, empathy, and belonging.

The Editorial Team extends its heartfelt appreciation to all contributors, reviewers, and readers who make this academic endeavor possible. Through your engagement, Lukad continues to be a space for pedagogical reflection and scholarly collaboration—where Filipino research finds its voice and contributes meaningfully to the broader educational discourse.

