

## EDITOR'S NOTE

The COVID-19 pandemic had a profound impact on our education system. The enforcement of governmental lockdown measures necessitated an abrupt transition to online teaching and learning. This sudden shift extensively affected the students, educators, and other relevant stakeholders. Despite the challenges faced, this shift provided an opportunity to assess and improve our educational practices thoroughly, and to evaluate how we impart knowledge and consciousness to students, particularly through educational resources such as textbooks.

The 2023 issue of *Alipato* features eight scholarly articles that examined various educational practices in basic education, which significantly influence the performance of both students and teachers amid the pandemic.

The first five articles focus on documenting and addressing the challenges encountered in education as a consequence of the transition to remote learning.

Dexter C. Tiro and Maria Vanessa P. Lusung-Oyzon analyzed the distance education (DE) experiences of eight public high school students during the pandemic. The study highlighted the challenges and ambivalence faced by students due to physical constraints and doubts about learning quality, emphasizing the importance of socio-academic interactions and coping strategies. The findings provided insights to educators and called for a self-directed, interdependent learning environment that encourages direct, immediate, and personal communication.

Michael Mitchiko B. Lopez and Jericho James S. Natividad examined the utilization of the Online Communication System (OCS) to facilitate learning among Children with Developmental Delays (CWDDs). The study emphasized the process by which users navigate the use of OCS to address challenges in online learning. Furthermore, it provided recommendations for enhancing the effective use of OCS, as well as considerations for future research.

Ryan R. Valdez and Marie Grace A. Gomez conducted a quantitative study on the motivation and self-regulation levels of junior high school students engaged in online learning. The study identified gender-related differences in motivation scores and variations across grade levels, calling for tailored strategies, personalized approaches, and ongoing research to explore additional factors influencing student engagement and well being in online learning.

Jacklyn C. Santiago examined the impact of social-emotional competence (SEC) of teachers in the Philippines on their teaching practices promoting students' social and emotional learning (SEL). The study observed a positive correlation between teachers' SEC and their teaching practices, emphasizing the significant impact of teachers' knowledge, training, and experience on SEL. It also highlighted the unique opportunity for teachers to strengthen their SEC and prioritize students' SEL during the COVID-19 pandemic, with implications for teacher preparation programs and professional development.

Phoebe Maria Blanca S. Merino, Sarah B. Gonzales, Aloudia Tristan C. Franco, Kristina Grace G. Jamon, Anna Cristina G. Nadora, and Klience E. Arguelles documented the remote teaching and learning (RTL) experiences of teachers and guidance counselors in a laboratory school in the Philippines. The study identified the benefits and challenges of RTL, particularly in establishing work-life boundaries that impacted the health of educators. Coping strategies, such as support networks and self-care practices, were emphasized, highlighting the need for robust support systems for educators during transitions.

The sixth article assesses the impact of integrating hypothetical learning progression with instructional simulation in Earth Science in the learning experiences of high school students. The study by Carmina S. Dalida found that the students perceived meaningful learning experiences through simulation activities. Moreover, the teacher's integration of hypothetical learning progression in planning simulation tasks helped the students improve their skills and understanding of Earth Science lessons.

The last two articles focus on how knowledge and consciousness are presented in our textbooks.

Carlo C. Pineda analyzed the DepEd K to 12 Filipino textbook for grade 8 to uncover the underlying ideology within the presentation of knowledge and consciousness. Employing Lisa O'Keeffe's textbook review model, the study revealed that there are visual representations in the Filipino 8 textbook that inaccurately depict the culture and identity of early Filipinos. Furthermore, the historical narrative in the textbook demonstrates a bias towards the consciousness instilled by the colonizers. The textbook also fails to consider the diverse socioeconomic backgrounds of grade 8 students. In conclusion, it was found that the design of the Filipino 8 textbook deviates from its goal of nurturing students' national consciousness.

Maria Araceli M. Baygan analyzed the Department of Education K-12 English textbooks for Grades 1 to 3 to identify gender representations using Sara Mills' Feminist Stylistics Analysis and Kress and Van Leeuwen's Multimodality Theory. The analysis found strong gendering in professions and division of household tasks, with illustrations playing a significant role in gender construction. The research recommended revising textbook evaluation guidelines to promote gender sensitivity and address the gender stereotypes in the textbooks.

As we transition into a post-pandemic period, the need to improve our country's basic education remains. I hope that the eight articles featured here will inspire educators and researchers to engage in academic research aimed at fostering innovation and advancement in basic education and to share their findings through *Alipato, A Journal of Basic Education*.

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