

## Foreword

### Knowledge-Based Economy for Philippine Education

The difficulties and challenges posed by the health crisis, learning loss brought by school closures and shifts to emergency remote teaching and online learning (Organisation for Economic Co-operation and Development [OECD], n.d.; Reimers & Schleicher, 2020; Reimers, Schleicher, Saavedra, & Tuominen, 2020), and threats to human capital supply trigger most studies and researchers to contemplate on the effect of the pandemic to the knowledge-based economy (KBE) of countries. Although learning continuity framework (United Nations [UN], n.d.) has flourished as a measure to address learning gap being experienced in this pandemic, technology alone seems not enough, forcing researchers to coin the term *broken education* (Williamson, 2020b; Teräs, Suoranta, Teräs, & Curcher, 2020), which refers to the way of thinking that gaps in education during the pandemic can be easily fixed by technology alone. Such scenarios may lead educationists to tinker and relive the pillars of KBE (Weber, 2011) to ensure continuous and sustainable economic growth and development.

Knowledge-based economy presents an economy that utilizes skills, technologies and processes to reach the country's economic potential (Jagannathan, 2016). Hence, it is presumed in literature to highly depend on education to transform the brains of the population into knowledge minefields (How education can assist a knowledge-based economy. n.d.), emphasizing learning literacy as an economic currency (Hibner, 2021). In fact, pillar 2 of the KBE framework focuses on education and skills which also

plays an important role in pillar 4 that prioritizes innovation (Weber, 2011).

The June 2021 issue of the Normal Lights strengthens a way back to education and skills (KBE Pillar 2) through the eight articles of the issue themed as: 1) revisiting the curricular dimensions (for teachers, the curriculum, the students), and 2) assessing education through diffusion principle.

In the aspect of curriculum dimensions, articles published in the June 2021 issue are grouped into the three key indicators (for teachers, the program, and the received curriculum-the students). The first indicator, themed as ‘for teachers,’ showcases five of the articles describing teaching tools, a model, and teaching strategies.

Teachers of professional education courses, may be able to secure a copy of the developed Learning Guides (LGs) in Field Study 5 (Learning Assessment Strategies) and Field Study 6 (On Becoming a Teacher). Deri, Janer, and Marbella (2021) found these LGs as acceptable in terms of target competency, learning plan, assessment and technical aspects. They have also determined its utilization sourced from two sets of respondents in two time frames for future improvement of the teaching and learning tool. Comparatively, Maringal, David and Zamora (2021) developed a social media contextualized glossary of *tadbaliks* sourced from students’ Facebook postings. They envision that the glossary will be helpful in teaching language and related subject areas.

Aside from teaching tools, this issue presents an open inquiry model for Physics teachers. Quitaneg-Abniel (2021) developed the Open Inquiry Learning Model in Physics (OILMP) that will facilitate how teachers manage the learning process from orientation to the topic to feedback mechanisms. Additionally, the model provides complete details on how open inquiry may be facilitated in the Philippine setting.

Two other articles in this issue feature strategies for teacher utilization. Dollete (2021) explored, using phenomenographic study, the conceptual understanding of science teachers on the significance of History and Philosophy of Science (HPS) in science instruction. She found four ways of how Filipino science teachers understood the significance of HPS in science education: 1) HPS humanizes science education; 2) improves scientific literacy; 3) enhances teachers' pedagogy; and 4) boosts 21st century skills. Merging history with the concept of science is beneficial after all. Other than historical accounts, language and cultural heritage may boost learning in different fields. The study of Tadifa, Zamora, and Miranda (2021) established that similar discourse analysis and strategies are used in defining the theme for the *Buwan ng Wika*. Their claims feature three common elements for the analyzed themes: *aktor* (actor), *produksyon* (product), and *sirkulasyon* (circulation).

Two other important elements of the tripartite curriculum indicators are program and students. The assessment study of Jesus, Gregorio and Ardales (2021) of the acceptability of the Senior High School program shows that after a year of implementation urban-situated respondents positively view the program compared to their rural-resident counterparts. Financial-related factors elicited the poor acceptability in rural areas, however, the authors also found that advocacy programs significantly raised acceptability and that government provision of needed resources is paramount, especially in rural areas. On the aspect of students, Antonio and Gaerlan (2021) investigated early-leaving school phenomenon and found the following factors as drivers to such: satisfaction from work and money, failure to understand English language, and children's reactions to derogatory actions and remarks influenced school-aged children to quit schooling. According to the narratives of the author, these children shared their negative experiences in their unstable

jobs and their feelings of regret. This information could be a rich input for reforms in the education system.

Quantitative assessment of the education system may also enrich data points for reforms and transformations in the system. A model of this process or assessment system is featured in the study of Quimilat (2021) that determined highly diffusive academic disciplines using time series data from 2008 to 2017 enrollment in eighteen tertiary academic disciplines. He established that diffusion of interest in academic disciplines, that has the characteristic of the Bass diffusion model, identified only four among the top 10 highly diffusive academic disciplines that matched the current industry demands for jobs -- an indication of a job mismatch. Such mismatch must be addressed by the government to ascertain concrete industrial development in the future.

These eight good read articles of the June 2021 issue speak of the vital contribution of the dimensions of education in KBE. The thematic perspectives presented by the list defines a way to re-define education for KBE and address difficulties and challenges brought by the current scenario. The readings provide other means of complementing technology and campaigning against *'broken education'*. Such may be our way of bringing back our motivation for knowledge and building on it as the central capacity builder for our country, quoting the famous Francis Bacon, *'knowledge is power'*.

*The Editor*

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