

FOREWORD

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VUCAD²: A Focus on the D's

Significant global activities brought the education realm into the context of VUCAD² (Volatility, Uncertainty, Complexity, Ambiguity, Disruption and Diversity). Technological disruptive phenomena, industrial revolution 4.0 (IR4.0), new skill set demands of the future job market, and now the global pandemic exacerbated VUCAD² context in education. Earlier accounts refer to such situations as VUCA described by Waller, Lemoine, Mense, Garretson, and Richardson (2019) as a chaotic, turbulent, rapidly changing education environment. First popularized as a military term, its presence is now concretely felt in education. Volatility (V), refers to turbulence or the unexpected which may have been due to digital economy, connectivity and increased global competition and innovation (Brodnick & Gryskiewicz, 2018). Cook (2015) described Uncertainty (U) as the absence of predictability. Complexity (C) refers to the multiplex of factors, interconnectedness and confounding issues. Ambiguity (A) may be described as the lack of clarity that surrounds an event (Stensaker, Frolich, Huisman, Waagene, Scordato, & Pimentel-Botas, 2014).

Moving beyond the concept of VUCA accommodates the principles embedded in the Ds (Disruption and Diversity) to facilitate acceptance and encourage resilience to thrive in this world. Disruption (whether it is about the radical changes in technology, or about products, services, social transformations) and diversity (this refers to cultural diversity, generation diversity, gender diversity) completely define the current and future scenario where we need to fluidly maneuver. This new context forces us to engage in paradigm shifts and embrace the six A's (Woodward, 2017): awareness; aspiration; authenticity; acumen; approaches; altitudes to survive.

In the context of VUCAD², our seventh volume themed the articles in three contexts: Information of diversity of experience related to education, addressing the Ds (some initial steps), and the Ds at work. Seven articles formed these themes with the idea of capturing the essence of the Ds in VUCAD². Three articles define the first theme. The first among this theme focuses on the experiences of teachers teaching grade 4 pupils with MTB-MLE (Costelo-Abrea, Robles & Ortua, 2020). The authors highlighted the lived experience of teachers in dealing with transitioning L1 to L2 grade 4 learners, and found that mother tongue as per the participants serves as a barrier rather than being a bridge to learning concepts in English. This finding emphasizes the disruptive nature of mother tongue (MT) in the teaching and learning process, however, with full awareness, teachers may be able to shift such disruption to building the students' confidence as they use their MT.

The disruptive nature in the context of education may also be brought about by diversity in culture and context. This theory is evident in the second article which featured education and ethnicity of the indigenous peoples of Camarines Sur. Miranda, Magalona and Evangelista (2020) described the insightful narration of the participants on their lived experiences of earning a diploma in what they call the Success Triad: apprehension, perseverance and acceptance, which may match some of the aforementioned six A's. The last in the list explored the lived experiences of teacher interns during practice teaching. Using qualitative design, Erfe and colleagues (2020) revealed that there are four dimensions of teacher interns' experiences: I-need-to- be-ready-for-this; So-this-is-how-

things-are- done; I-know-I-can; and, Come-to-think-of-it. The study also showcased that teacher interns possess three core values— Integrity, Perseverance, and Discernment— which they found useful in going through and successfully thrive in the practice teaching program.

Information on disruption and diversity may lead to awareness, aspiration, and authenticity. Such states may induce approaches to address these D's. The next three articles emphasize this initial step to addressing the D's. Saul, Capiz and Milan (2020) investigated the evidence of 21st century skills in Filipino curriculum and found a dominant manifestation of critical thinking skills and a low engagement in collaboration. Code-switching in Facebook posts of students was investigated by Lopez-Banuag (2020) and found that Facebook influences the language use of netizens in their cyber communication and fortified the prevalence of code-switching as an online linguistic phenomenon. The last article in this theme worked on the work ethics of the proficient teachers to inform the design of the District Learning Action Cell (LAC) Plan. Borrigo's, Borrigo's, and Borrigo's (2020) survey results showed that most of the surveyed participants somewhat express strive for independence in their daily work and believe in the importance of non-work related activities. Their low rating on self reliance, leisure, and morality/ ethics, the researchers prompted the proponents to craft a District LAC plan to fortify their low mean score on work ethics dimensions. Such knowledge derived from the three articles may provide hints on approaches on how to address such gaps to later achieve altitude defined as "thinking, acting and communicating seamlessly up and down, without getting trapped at any one altitude" (Woodward, 2017).

Finally, D's evident in the final article authored by De Vera, Gonzales, and Evangelista (2020) underscored government and community initiatives in deducing information on the D's.

They found that D's are present and are aggravated by the fact that the community lacks proper discipline in waste disposal that consequently deliver a big impact in the environment. Information on such Ds may later reach "acumen," described as building personal and team capacity for leadership judgement, agility and decision making about business and people matters, as well as leveraging team diversity and talents (Woodward, 2017).

The D's (disruption and diversity) are very evident in all human activities in this era. VUCAD² realities traverse the domains of education exhibiting wider perspective of the changing environmental challenges. Hence, we are not called just to train fully grown minds, but we are to act to grow bigger minds to pathom Volatility, Uncertainty, Complexity, Ambiguity, Disruption and Diversity in Education through research and other research-related activities (Carvan, 2015).



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