

## Foreword

### **Evidence-based Innovations and Practices for Inclusive Education**

The journal issue titled “Evidence-Based Innovations and Practices for Inclusive Education” explores deeply the remarkable potential of evidence-based research within the field of education. This collection traverses how the use of reliable data and research findings can bring about transformative changes in educational practices, particularly in connection with fostering inclusivity. An evidence-based approach involves employing previous research in a methodical and clear manner to guide a new study. Its focus lies in addressing pertinent questions in a manner that is valid, efficient, and easily accessible, ensuring the relevance and reliability of the findings (*Lund, Juhl, Nørgaard, Draborg, Henriksen, Andreasen, Christensen, Nasser, Ciliska, Tugwell, et al., 2021*). It is a type of research where the researcher is aware of certain evidence before exploring a particular field, topic, or subject. This foreword sets the stage for a review of evidence-based innovations and practices that pave the way for inclusive education. Through a careful examination of these various articles, we discover how these evidence-based approaches to innovation contribute to the development of educational environments that could cater to the diverse needs of learners.

At the core of this collection lie the concepts of evidence-based research and innovation, which serve as the compass for educational advancements. By grounding educational practices in empirical evidence and rigorous methodologies, educators can make informed decisions and create educational innovations that have a positive impact on teaching and learning (Resilient Educator, 2020, March 6;

Serdyukov, 2017). The articles in this collection exemplify the significant role that evidence-based innovations and practices play in shaping education. The articles are specially curated to reflect the three elements of innovation: prior knowledge, stimulated thinking, and innovation dissemination (Resilient Educator, 2020, March 6; Serdyukov, 2017).

Two of the eight articles focus on large-scale innovation products that may bring about evolutionary and systemic educational change. One article takes us on a journey from oppression to empowerment. Valencia and Reyes (2023) discussed the significance of empowerment in overcoming oppressive experiences and explored the implications for transformative education. The use of evidence-based practices can challenge oppressive structures and promote educational environments that foster empowerment and liberation. Another article presents a qualitative cross-sectional study on gender issues in the Schools Division of Marikina (Abulencia, Hibanada, Bedural, Dellomos, and Aggarao, 2023) that serves as a basis for policy recommendations in the realm of gender and development. By examining the experiences and perspectives of students and educators, the study contributes to research-based revolutionary and systemic innovative practices.

The next set in the collection fosters “prior knowledge” and “stimulated thinking” for innovation to occur. This set exemplifies the hard core use of an evidence-based approach to navigate the educational terrain, with implications for educational innovations.

The first in this set features the impact of academic freedom on democratic development, which takes center stage and focuses on the Philippine case (Pernia & Radiamod, 2023). Through an exploration of the relationship between academic freedom and democratic ideals, the article highlights the importance of intellectual independence and

acquired knowledge in shaping educational systems that foster democratic values.

Intergenerational communication between faculty and students in higher education is also explored in the study of Tala and Ama (2023), shedding light on the dynamics and challenges of knowledge transfer across generations. This examination provides valuable insights into evidence-based strategies for promoting effective communication and collaboration within educational institutions.

Moreover, the third article in the collection looked into the historical significance of “*The Filipino Teacher*” as a platform for education advocacy in the Philippines during the early 20th century (Madrona, 2023). By uncovering the advocacy efforts and educational initiatives of that time, the article inspires us to reflect on evidence-based innovations that can drive positive change in education.

The scoping review of Lopez, Mendoza, Lumpas, and Lopez (2023) of critical thinking research aims to bridge the gaps in existing knowledge, identifying areas that require further exploration. By highlighting the importance of critical thinking in education and identifying research gaps, the article provides a roadmap for evidence-based practices that enhance critical thinking skills among learners.

The last two articles in the set are on evidence-based innovation sharing and utilization of innovative products. The first in this theme shares the experiences of educators in integrating an innovative pedagogy of the Religious of the Virgin Mary (RVM) in teaching, drawing from a faith-based higher education institution. The last article in this set offers a contextualized lesson that suits the pandemic learning environment. By capturing teachers’ and students’ experiences in using these evidence-based innovations, the last two articles offer valuable insights into evidence-based

practices that integrate faith and pedagogy and advocate contextualization to create meaningful learning experiences.

Within this rich tapestry of articles lies the potential to transform education through evidence-based innovations and practices. As you embark on this journey, I encourage you to explore the insights presented and consider their implications for your own educational context. May this collection inspire you to embrace evidence-based approaches, foster inclusive education, and empower learners of all backgrounds.

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