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Reflecting on the Different Educational Periods

Instructions:

1. Select educational periods you find meaningful in terms of their contribution and practice.
2. Answer Column 2 by identifying significant contributions brought about by the chosen educational periods.
3. Relate Column 3 with the present times. Practices may include but not limited to what is seen and observed in the classroom.

Educational Period	Educational Contribution	Educational Practice
1. Pre-Philippine Education Period (Pre-colonial/Pre-Spanish Education Period in the Philippines)	Despite being informal, it has emphasized how education should be practical, lifelong, and values-oriented . This meant focusing on what truly matters during their time including ours, which is to be knowledgeable on different aspects of livings (i.e. hunting, gathering, agriculture, fisheries, homemaking) and making education a tool for daily living .	It is more encouraged for teachers as well as curricularist to deliver and construct lessons that have more practical values for the students as seen on the K-12 curriculum where it is also focused on forming practical and transferable skills to students in preparation to the workforce. This can also be seen in school-based management frameworks where each schools are to modify whichever lessons or aspects of the curriculum to fit into the needs of the school locality.
2. Counter-Reformationist Modern Education Period	It has contributed to the development of a secular and democratic education for everyone. It has also emphasized vernacular learning , placing the education near the minds, hearts, and tongues of the learner. It has also spread the importance of literacy regardless of status or gender .	The MTB-MLE (mother tongue based-multilingual education) efforts of the national laws can be traced from the vernacular learning where the mother tongue of a Filipino learner will be used during their formative years of education. On my years of teaching, I have also noticed that students are more engaged when I use our lingua franca on delivering my lectures in tertiary and secondary levels.
3. Holistic Modern Education Period	It has changed the view of the preceding educational movements into a more student-centered approach on learning, prioritizing the <i>interests, needs, and curiosity</i> of the learners. It has fostered growth and development among learners through experiential and hands-on learning .	Courses on STEM has been considered a major subject for everyone to learn instead of being only reserved to the aristocrats and the elites. Also, this period has also spurred project-based learning , where a teacher will provide students with a project where it can contrive opportunities for them to learn theoretical concepts in action , making the learning more meaningful, practical, and makes sense to the learners.

4. Japanese Occupation Education Period in the Philippines	It has offered vocational education which has more pragmatic values than the Spanish and American forms of education. It instills self-sufficiency and career start-up on whichever practical careers that the learners can contribute to the society productively .	The government has established TESDA (Technical Education and Skills Development Authority) that equips students with job-ready skills that can help them to be qualified to jobs right after finishing their programs. The K-12 SHS program also offers TVL tracks such as Home Economics, Information, Communication and Technology, Industrial Arts, and such that can contribute to employability even without a college degree.
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Insights on the relevance of the identified contributions in achieving quality education

I have chosen the aforementioned educational periods as I have always viewed **education as a tool that helps the learners to lead them into better life outcomes such as decent work and an avenue for personal growth and development, pushing them into more meaningful and purposeful lives**. On my own experience as a then student and now a member of the workforce, education has given me essential knowledge for me to understand our complex world yet it seems that *I am still on my way on translating such essential knowledge and information into a form of learning that equips me with better outcomes in terms of my career and financial security*. For example,

I might have known the basics of trigonometry such as the purpose of a unit circle yet I fail to understand how can I apply trigonometric principles on daily living. I might have been able to identify fruits and vegetables apart on a botanical perspective yet I do not know how and when to consume certain foods that fits my nutritional needs as someone who has hyperthyroidism and is considered a pre-diabetic (as I have just recently learned that I have to avoid certain vegetables for my thyroid health and I have to limit fruit consumption to avoid blood sugar issues). I might find computer science and information technology a highly interesting and sensible program or area of discipline yet I couldn't find job opportunities in such fields as the job market might be oversaturated already.

Additionally, I have noticed on my almost 7 years of teaching that students have difficult time catching up with the lessons and discussions of the teacher or professor since the prevailing medium of instructions of most of the educational institutions have been not their own mother tongue. Some might simply not be able to read and write, but delivering lessons stripped off of their mother tongue wouldn't help that. I have noticed that students asked more follow-up questions if I am teaching in Filipino, which further enrich the discussion. A disconnected education from the culture of the learner rarely helps their education to be meaningful and impactful to their lives.

In conclusion, **quality education can only be possible not by showing an exhaustive list of scientific facts for us to memorize religiously, but quality education is the ability to produce learners that are able to apply knowledge to solve real-world problems, improve personal well-being, and secure a meaningful livelihood that fits their linguistic context**.