

EDITOR'S NOTE

It is with pride and joy that we present the first volume of the Philippine Journal of Education Studies (PJES), an academic journal published by the College of Education of the University of the Philippines. As the next generation iteration of the Education Quarterly, this scholarly publication continues the pursuit of excellence in research dissemination by providing a relevant forum for the presentation, discussion, and enrichment of research on various topics and in fields in education with special emphasis on the Philippine experience.

This issue contains five papers that scrutinize important issues about teaching and learning in the Philippines today. Reeling from the impact of the pandemic and the government's response to it, critical and creative ways for learning recovery are desperately needed now in all levels of education. The papers in this volume provide insights on what is valued by learners, local communities and teachers. These can contribute ideas for affirmative action and better learning opportunities for all.

The first paper, "Enacting music curriculum contextualization in the Philippine K to 12 curriculum: Negotiations, Constraints, and Mediating Forces" addresses another very current concern in basic education. This paper brings localization to the fore once again by providing instances where community-based and local experiences, while challenging, yield meaningful and relevant connections between and among the teachers and musicians in schools. The second paper, "Accessible Education for Muslim Learners with Disabilities: Insights from Two Case Studies," provides data from two case studies and the implications on inclusive education. This paper proposes a framework for enabling access to education that is rooted in and contextualized to local needs and priorities.

While the first two papers are on basic education, the next articles address important higher education concerns. The third paper in the volume presents research on the pre-service phase of teacher professional development. This paper titled, "Making Sense of Pre-Service English Teachers' Practicum Experiences: Perspectives on Teacher Learning," gives pre-service teachers a voice about their practicum experiences. The insights from these experiences should, in turn, inform and be considered by teacher education institutions. The fourth paper inquires about ways through which internationalization can promote quality-centric thinking in schools. Titled "Internationalization towards fostering a school culture of quality: Practices and perceived impact," this paper presents how certain practices can lead to positive outcomes.

Finally, the fifth research paper is a novel study which uses grounded theory to guide its data analysis. The paper demonstrates the ways that mathematical processes were used to create, investigate, and analyze science projects. Titled "Mathematical

Thinking in Citizen Science: Nature and Scope,” this paper draws implications for strengthening the mathematical thinking skills which facilitate the use of science in daily life activities.

On behalf of our esteemed Editorial Board and the UP College of Education Research, Publications and Ethics Committee, the Journal Management Team and I sincerely thank the paper reviewers, editors, and artists for ensuring the quality of the papers accepted for publication in this volume. We also thank those who submitted papers to the PJES. We are confident that, with continued effort and consistent hard work, more research that elevates academic and public discourse on education will be shared in this platform.

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