DEVELOPING INSTRUCTIONAL MATERIALS USING THE CULTURAL ICONS IN OAS

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ABSTRACT

RESEARCH TITLE: DEVELOPING INSTRUCTIONAL MATERIALS USING

THE CULTURAL ICONS IN OAS

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SUMMARY:

Teaching content to a young person in the process of learning, presents a complex set of challenges to teachers. The significance of cultural shaping among young minds through developing and using of culturally relevant instructional materials in teaching and learning process takes on heightened importance. Thus, the researchers wanted to focus on the Development of Instructional Materials Using the Cultural Icons in Oas. This is to raise awareness among teachers and learners of the importance of the values embodied by the local cultural icons. Further, this would serve as an avenue for the teacher-participants and the researchers as well to conduct mapping on the cultural icons that could be found in the Municipality of Oas.

These instructional materials, in the context of the cultural background of the leaners, could be used to facilitate the teaching and learning process in

different learning delivery modalities. Moreover, this research would serve as a local initiative in support of and in response to DepEd mandate on cultural preservation through developing instructional materials using the cultural icons in Oas. Specifically, this study sought to answer the following questions:

- What are the different cultural icons found in Oas?

- What are the distinguishing features of the cultural icons in Oas?

- What instructional materials may be developed using the mapped cultural icons in Oas?

- What interventions may be proposed to improve the process of developing the different instructional materials using varied cultural icons?

Descriptive method of research was employed in the study. The main participants are the locals or natives of the different barangays in Oas who are considered the oldest residents. The generated data from them were used by the participant-teachers in filling out the cultural mapping tools. These participant-teachers were purposively selected because their learning areas of assignments are very much related to the research topic. The forty-six (46) participants in this study are composed of the twenty-three (23) Araling Panlipunan (AP)/Filipino School Coordinators and 23 School Information and Communication Technology (ICT) Coordinators of the 23 public elementary schools in Oas North District for the School Year 2021-2022. Each school in Oas North District is represented by one ICT coordinator and one AP/Filipino coordinator.

Moreover, this research strictly adhered to the provisions under Republic Act No. 10173 or the Data Privacy Act of 2012 along the preparation and

completion of this study. Highest form of ethical standards was observed and the researchers followed the proper protocols before, during and after the implementation of this research by seeking the approval of the Department of Education (DepEd) officials in the regional, division and district levels. Furthermore, simple statistics like frequency count and qualitative analysis were employed in the interpretation and analysis of the results and findings of the study.

The following are the results and findings of the study:

1. Oas has 14 natural cultural icons which include the Bungatud, Mt. Masaraga, Calpi Tree, Iling (bird), Sulong sa Tupas (Tupas River), Rimas (breadfruit family), Buwaya sa Dagat (Armored Searobin), Maguindara Falls, Kweba ng San Antonio, Gangawan (shrimp), Bubon/balon, Sagurong, Antutumaw Falls, and Trinity Island. It has 16 movable cultural icons namely Palawan (Metal Husk Remover), Ampasan (Wooden Palay Grain Remover), Gilingan Cacao (Metal Cacao Grinder), Badi (Dried Fish), Dalaydayan, Kaping, Taksay, Palakaya, Gutul, Kuliglig (Treler), Biyaya (Bangka), Ulung (Top), Tagpanaw, Paltok, Sentenaryan – Maria Gloria R. Rebato and Writer- Abdon Balde Jr. Twenty-seven intangible cultural icons were also mapped such as the Pagbukayo, Pag-ibus, Pag-tinugsuk, Lana sa Nuyog, Pagtutung nin Bugas, Paggawa ng Turon, Pinakru, Pag-ilado, Paggawa ng Coated na Mani, Santan na Mani, Bikol Express, Pagpapanday, Piknit, Pagkunserba ning mani, Puto Festival, Himoloan Festival, Pamucao, Flores de Mayo, Ina nin Pagkaherak (Devotional

Dance), Bubu (Baptism Ritual), Mga Ritwal Bago ang Kasal, Santigwar, Panilo, Pag-inibang, Pagbuya, Pagluto ning Kaluku, and Pagluluto ng Puto de Oas. Nine built cultural icons were also identified in Oas including the Plaza Kiosk of Oas, Pansitan ni Packs, St. Michael the Archangel Parish, Baptistry, Antigong Baluy (Ancestral House), South Kinale Dam, Sagnoy, PRISA Dam, and Rayala Old House.

2. The cultural icons in Oas out of the mapped natural, built, movable, and intangible heritages have distinguishing characteristics. Generally, the cultural icons in Oas provide Oasnun a connection to their certain social values, beliefs, religions, customs, and practices. They provide sense of unity and belonging among the people in the community that reflects on their daily living. Thus, Oasnun who belong to the same cultural circle shared common understanding of their cultural beginning, thus positively affect their ways of life. Moreover, the researchers have also found out that these cultural icons are of great significant in the cultural and socio-economic life of the people in Oas.

    The 14 identified cultural icons out of the mapped natural heritages in Oas serve as the source of livelihood, shelter, foods and water for the people in Oas. Besides, they provide Oasenos with historical information about their experiences and relationships with the environment. Some of these cultural icons provide a natural habitat to some species in the locality. The identified 16 cultural icons in Oas out of the mapped movable heritage are significant to the people in Oas

because they reminded them of their experiences as they used these cultural icons and shared practices among them to improve their economic ways of life. Some cultural icons are of great importance in their leisure and recreational activities while others serve as sources of inspiration imbued with values and being looked up in the community. The 27 mapped cultural icons out of the identified intangible cultural heritages represent the expressions, skills and practices of Oasenun. These include the processes and products of specific customs in Oas which are preserved and passed down from one generation to the succeeding generations. These cultural icons are of great significant to the people of Oas because they give them sense of stability and uniqueness which assure them of continuity of creativity among them and the succeeding generations. The cultural significant of these icons have been embodied and expressed by the Oasnun in the following forms: oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature, and traditional craftmanship.

The identified nine cultural icons out of the built heritages serve as the physical evidence of the cultural development in Oas which are considered cultural assets. They have become the link of the people in Oas of their past which embody historical, economic, social or even archeological values that Oasnun treasure and preserve for the future generations.

3. The following are the instructional materials developed using the cultural icons in Oas: Coffee Table Book of the Mapped Icons, Brochure and Pamphlets, Story Books, Recipe Books, Slide Decks of the Different Mapped Icons, and Video Presentations of the Icons. These developed IMs using the cultural icons in Oas underwent validation using the LRMDS Assessment and Evaluation Tool for Localized Materials by the District Validating Team composed of Master Teachers.

4. The researchers proposed the following interventions to improve the process of developing instructional materials using the cultural icons: strengthen teachers' competencies along development and evaluation of instructional materials employing cultural icons, conduct teachers upskilling on developing cultural icons thru SLAC and INSET, conduct annual training/workshop on developing IMs using cultural icons; and conduct constant monitoring of the process on the development of culturally based IMs.

The following are the conclusions drawn from the results and findings of this research:

1. There are 66 cultural icons found in Oas comprising of 14 cultural icons from natural heritages, 16 cultural icons out of the movable heritages, 27 cultural icons out of the intangible cultural heritages, and nine cultural icons out of the mapped built heritages.

2. Each kind of cultural icon out of the mapped natural, intangible, movable, and built heritages has distinguishing features. These cultural icons in Oas provide Oasnun a connection to their certain social values, beliefs, religions, customs, and practices. They provide sense of unity and belonging among the people in the community that reflects on their daily living.

3. The following are the instructional materials developed using the cultural icons in Oas: Coffee Table Book of the Mapped Icons, Brochure and Pamphlets, Story Books, Recipe Books, Slide Decks of the Different Mapped Icons, and Video Presentations of the Icons.

4. The researchers proposed the following interventions to improve the process of developing instructional materials using the cultural icons: strengthen teachers' competencies along development and evaluation of instructional materials employing cultural icons, conduct teachers upskilling on developing cultural icons thru SLAC and INSET, conduct annual training/workshop on developing IMs using cultural icons; and conduct constant monitoring of the process on the development of culturally based IMs.

The following are the recommendations of this study;

1. Prepare a comprehensive plan on upskilling and reskilling of teachers along cultural education integration in the curriculum.

2. Widen the scope of cultural mapping.

3. Encourage teachers to map and use localized cultural icons in the development of IMs to be used in teaching and learning process.

4. The developed IMs may be improved along content and format to suit the needs of the learners.

5. School leaders and Local Government Unit (LGU) must collaborate in preserving and strengthening cultural knowledge and awareness among learners, teachers and members of the community to uphold the cultural significance of local cultural icons.

6. Future researchers may use the current study as their guide in their researchers along cultural education.

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a. Introduction of the Research

Learning about our heritage is a way to understand our own identity as a unique community of people with preserved values and traditions which deepen our sense of unity, belonging and patriotism. Preserving our local heritage means ensuring that the values, norms, and ideals represented by our cultural icons are accurately told and preserved. We want to ensure that our succeeding generations will continuously embody their iconic cultural significance amid these global health crisis and technological advancement in our society.

> *A cultural icon can be a symbol, logo, picture, name, face, person, building or other image. It is easily recognized and generally represents an object or idea with great cultural significance to a wide cultural group. It has a special status as representing, or important to, or loved by, a particular group of people, a place, or a period in history* (https://kids.kiddle.co/Cultural_icon).

Education plays a vital role in preserving our heritage particularly our cultural icons. Given the perspective that heritage is an inheritance with great value, government and private agencies have been organized to cater in the preservation of our national and local heritages. The 1987 Constitution mandates the Philippine government to give priority to cultural education to foster patriotism and nationalism, accelerate social progress, human liberation, and development (1987 Constitution of the Philippines; retrieved from: https://ombudsman.gov.ph).

Section 39 or the Cultural Heritage Education Program of National Cultural Heritage Act of 2009, has encouraged the Department of Education to set forth in its teaching programs nationwide the cultural education program such as instructional materials in print, film, and broadcast media on the cultural and historical significance of cultural properties with emphasis at the provincial, city, and municipal levels (Republic Act No. 100661 or the National Heritage Act of 2009 retrieved from: http://legacy.senate.gov.ph).

The Department of Education (DepEd) puts emphasis on the importance of culture-based education (https://www.deped.gov.ph). In 2013, DepEd has conducted its First Diwang: Sagisag Kultura Competitions in cooperation with the National Commission for Culture and the Arts (NCCA), to promote awareness and appreciation for the Philippine local and national cultural icons (DepEd Memorandum No. 201, s. 2013; retrieved from: https://www.deped.gov.ph). A series of conference focusing on the theme "Malikhaing Guro International Conference on Culture-Based Education" has been held in support of the Memorandum of Agreement between the National Commission for Culture and the Arts and the Department of Education. The aims are to reach out to more educators, scholars, and arts practitioners in the ASEAN region; facilitate a better understanding of the ASEAN culture and education among participants; and build network of cultural educators in the region (DepEd Memorandum No. 124, s. 2016; retrieved from https://www.deped.gov.ph).

National training-workshop on Culture-Based Basic Education Curriculum and Lesson Exemplar Competition was held in 2016 to provide public school

teachers with comprehensive training in developing lesson exemplars and applied classrooms teaching methodologies that explore Multiple Intelligences and Mother Tongue-Based Multilingual Education (MTB-MLE) through culture-based, integrative, and interactive teaching approaches and strategies across the K to 12 Curriculum (DepEd Memorandum No. 47, s. 2016; retrieved from: https://www.deped.gov.ph).

DepEd Region 5 through the Curriculum and Learning Management Division – Learning Resource Management and Development Center (CLMD-LRMDC) and the Basic Education Sector Transformation (BEST) Program has issued a memorandum to the schools division superintendents regarding the conduct of Workshop on the Development and Validation of the Regional Contextualization Matrix. The organizers of this workshop highlighted the participation of local writers/teachers and community stakeholders who are familiar with the culture of one's locality. It aimed to discuss common and district local themes, provide curriculum development and implementation with a basis for the contextualization and development of local materials, and create and sustain sound contextualization practices (Regional Memorandum No. 15, s. 2017).

DepEd-Albay has also conducted training-workshop for selected Araling Panlipunan (AP) teachers on Revisiting Local History through Cultural, Historical, and Economic Mapping. It aimed to develop or prepare travelogues/ audio visual instructional materials (IMs) for Grades 2 and 3 AP classes (Division Memorandum No. 92, s. 2021).

These initiatives on cultural heritage preservations and cultural icons appreciation should be continuously sustained and conducted in the school or district level amid this pandemic and digital era. Our learners should know our local history, our culture, our heritage, and our cultural icons so that, despite the influence of modern society particularly the social media, they have a strong sense of their identity as a Filipino wherever they are in the country.

However, despite the trainings and seminars conducted from national down to division level, majority of the teachers in Oas North District still have limited knowledge and ideas regarding the cultural icons and heritage that can be found in their locality, the Municipality of Oas. Moreover, only a few numbers of teachers in the said district have attended trainings, seminars and workshops focusing on the cultural heritage and other related disciplines. It was also noted that very few instructional/learning materials were developed utilizing the cultural icons in the community. These observations were based on the result of the survey and inventory of the contextualized/ localized instructional materials conducted by the researchers in the different schools in Oas North District, Schools Division Office of Albay. These significant findings have prompted the researchers to conduct research initiative in response to this concern.

In line with this endeavor, the researchers wanted to focus on the Development of Instructional Materials Using the Cultural Icons in Oas. This is to raise awareness among teachers and learners of the importance of the values embodied by the local cultural icons; and that they should be preserved, emulated, and enriched through writing story books, preparing video presentations of the

cultural icons, making slide decks of the mapped icons, coffee table book, and brochures of cultural icons in Oas. Further, this study would also help the teachers improve their knowledge, skills and attitudes (KSAs) and competencies towards teaching cultural heritage, the arts and the like. This would serve as an avenue for the teacher-participants and the researchers as well to conduct mapping on the cultural icons that could be found in their respective places, particularly in the Municipality of Oas. This would eventually lead to contextualizing instructional/learning materials appropriate to the cultural background of the learners to make the teaching and learning process more effective and efficient.

These instructional materials, in the context of the cultural background of the leaners, could be used to facilitate the teaching and learning process in different learning delivery modalities. Moreover, this research would serve as a local initiative in support of and in response to DepEd mandate on cultural preservation through developing instructional materials using the cultural icons in Oas.

b. Literature Review

This part of the study presents the related literatures and studies, locally and internationally gathered to support the recent study. They provide important concepts and ideas to the researchers along the process of developing and conducting of the current research. The collected literatures and studies were largely dominated by explicit calls for the creation and implementation of culturally relevant instructional materials and content.

Related Literature

Teaching content to a young person in the process of learning, presents a complex set of challenges to teachers. The significance of the cultural shaping and lens that underlies the significance of developing instructional materials takes on heightened importance. The role of culture in the development of an individual is said to be rooted to its foundation and core. From the moment, that an individual was born, he/she was introduced and welcomed to the culture of his/her family as well as the society. Thus, in the article entitled, "The Significance of Culture-based Education in Philippines", it stated the importance of culture to education (The Significance of Culture-based Education in Philippines | CulturalEd - The Knowledge Review- August 20, 2021: 10:00 AM).

Culture is the foundation of education, sustainable development, and governance in culture-based education. Culture provides perspective, methodology, principle, assessment, framework, and evaluation upon which abilities, skills, and knowledge regarding a person and the world are disseminated. It is a teaching strategy and a philosophy of education where student learning is grounded on the unique values, norms, cultural beliefs, knowledge, practices, heritage, language, experiences of the community. The Filipinos develop a great understanding, awareness, and appreciation of their history, arts, heritage, and geography towards the perception that will enhance the quality of life. With the implementation of culture-based education the Philippines

visualizes to progress as a nation of culturally empowered and literate Filipinos who are committed global citizens as well as ardent nationalists and patriotic people.

They further emphasize the motive of Culture-based Education, that applying cultural values in education has a positive effect on several elements. It nurtures the sense of belonging, identity, and strengthens community participation; it also promotes appreciation and understanding of history and cultural heritage. Cultural heritage is not only about old things but also about new objects, practices, and places which hold cultural value for recent generations. The crucial role of the community's culture carriers in teaching and learning process is maintained. A sense of responsibility in valuing, developing and protecting the environment is inculcated in children. Students develop competencies and cultural skills which are required for interacting with people around the world. The culture instills the sense of national pride and develops an individual's identity as a nation. Preserving the cultural memory will lead to a greater understanding of the nation's destiny in the global society and community of nations.

The use of cultural aspects in education may serve as a new flavor that can uplift student's interests towards the subject matter. Furthermore, this can lead learners to a strong connection between classroom learning experiences and their way of life. They may also develop a spirit of patriotism, nationalism, and cultivate their strong sense of belongingness to the community. All this will lead to an optimistic change to the nation.

Grassi and Barker in 2010 discussed the necessity of "making linkages between home and school knowledge" when instructing students for whom English is a second language. Offering is an example of the use of a young woman's quinceanera as the context for a mathematics word problem. Grassi and Barker, further asserted that student motivation increases through connections to a student's cultural background and home life. Not only are learners more likely to be more motivated to learn when their cultural contexts are included in the curriculum, but the authors also detailed students' sharpened abilities to retain in their memory the acquired learning and apply it in reality. Moreover, it is not only the words in a text which convey meaning and make links between curriculum and real life, but it is also the images in that text. It further shows the important function of the culture in connecting the school curriculum to the real life of the learners. In addition, it suggests that, the school curriculum, teaching and learning strategies and approaches, learning tasks and activities, assessments and evaluation, particularly the learning/instructional materials should be related to the cultural background of the leaners or within their context (Grassi, E.A., & Barker, H.B., 2010).

The necessity of culturally relevant instructional materials in teaching requires the understanding of all the encompassing nature of culture. Anthropologist Hall in 1967 asserted in his foundational book, *Beyond Culture,* "Culture is man's medium: there is not one aspect of human life that is not altered and touched by it". The statement of Hall implies the strong and significant relationship that exists between teaching and the cultural background of the

learners, particularly on the kind of instructional materials being utilize in the teaching and learning process (Hall, E.T., 1976).

In their work Understanding Cultural Differences: Germans, French, and Americans, anthropologists Hall and Hall in 1990, characterized a culture by the context, with the cultures of the world situated on a scale ranging from high context to low context, as characterized by their predominant communication styles. High context cultures are typified by high context communication; low context cultures are typified by low context communication (Hall, E.T. & Hall, and M.R.1990). Prasad, Mannes, Ahmed, Kaur, and Griffiths in 2004 precisely summed up the distinctions between these communication styles in their article "Adjusting Teaching Style and Practice to Accommodate the Needs of International Students;" ". . . low context communication tends to be direct and verbal whereas high context communication tends to be indirect and nonverbal". These basic characterizations identify the United States as a low context culture and Swaziland as a high context culture. Relating that in the Philippine context, the country can be classified as a high context culture because the context of communication, majority of the ways of cultural transfer are indirect and nonverbal (Prasad, R., Mennes, M., Ahmed, J., Kaur, R., and Griggiths, C., 2004).

Within this understanding of cultures as high context or low context lies the important related notion of cultures as collectivistic or individualistic. High context cultures, such as that within Swaziland and Philippines, are collectivistic; low context cultures, such as that within the United States, are individualistic. Prasad, et al. in 2004 described this characterization, "Low context, individualistic culture

tends to rely more on the explicit verbal content of messages whilst people from a high context, collectivistic culture rely heavily on the overall situation and nonverbal cues to interpret meaning". In order to better understand the connectedness of these classifications of cultures, Fisch, Trumbull, and Garcia in 2009 offer detailed descriptions of the terms individualistic and collectivistic (Fisch, C., Trumbull, E., Garcia, S.G.,2009).

> *Cultures that give priority to the needs of the individual such as independence, freedom of choice, self-expression, and private property can be described as "individualistic." Those that give priority to the needs of the family or group, such as social relationships, group success, group consensus, respect, and shared property can be described as "collectivistic."*

High context, collectivistic cultures, such as Swaziland and Philippines, emphasize personal relationships and group dynamics while engaging in more nonverbal communication; low context, individualistic cultures, such as the United States, emphasize the individual and independence while engaging in direct, verbal communication.

Moreover, Tan-Florendo in 2012 stated that teachers can use instructional materials when planning and carrying out instruction in such a way that they are undoubtedly important as teaching resource materials. It manifests the big function of instructional or learning materials in delivering the needed instruction or lesson of the learners, or the competencies, including the knowledge, skills and attitudes, that are expected for the learners to be acquired and learned (Tan-Florendo, Z.,

2012). With regard to this, Murphey in 1992 as cited in the article written by Lorenzutti in 2014, said that since there are some elements in culture such as social values, human relationship, spiritually, patriotism and dissent and these can be used to train and to grow students' feeling of empathy, honesty, politeness, wisdom, discipline, caring, loyalty, indeed, it can be practiced as a mediation to build a character (Lorenzutti, N., 2014). In line with Murphey's idea, Peacock in 1998 as cited in the work by Saifer, et al. in 2011, reported that when the school acknowledged and taught cultural heritages, it had a significant success in educating the students (Saifer, S., Edwards, K., Ellis, D., Ko, L., & Stuczynski, A., 2011). Kanoksilapatham in 2014, also reported that developing young learners in grade 4 by using local culture awareness and global English as an integrated instruction could reach a higher gain score. It only shows that a teaching process that utilized instructional materials that are in the cultural context of the learners, with high cultural awareness level combined with other disciples, like English, will produce quality instruction that will result to high performance level of the learners (Kanoksilapatham, B., 2014).

Dealing with teaching and learning materials, Tomlinson in 2008, highlighted that materials should be framed into an interesting, motivating, stimulating on never ending communication and question-answer, even including activities which can encourage learners to optimize the environment outside their classrooms. It means that teachers should develop teaching and learning materials that can motivate and challenge the learners to learn and acquire the necessary and expected KSA from them. They should craft instructional materials that are

suited to the abilities, needs, and likes of the leaners. A kind of teaching and learning material that easily catches the attention of the learners and make them focus on the task given to them to perform or accomplish (Tomlinson, B., 2008).

Related Studies

The Philippine Development Plan 2017-2022 underscores the importance of strengthening Filipino awareness on the different cultures in the country so that we should be capable of integrating our cultural heritage into our lives and contribute to national development. It explains further that we should be aware of our heritage and be determined to ensure its preservation. One of its targets is to mainstream cultural education in K to 12 Curriculum towards the development of 21st Century Skills among the Filipino leaners. This is to ensure that learners are equipped with not only functional literacy and skills but also with the values necessary to become productive members of society (Philippine Development Plan 2017-2022).

Studying our cultural heritage paves the way to understanding and appreciating local traditions and values towards social inclusion and mutual respect and understanding. Hence, studies and other initiatives on cultural heritage preservations and cultural icons appreciations have been conducted in support to the national mandate. These researches partly contribute in enriching and preserving the cultural significance of our cultural heritage and cultural icons. These also contribute in filling out the gap for having inadequacy of existing cultural heritage documentation considering that our country is a nation of diverse cultures.

The developed culture-based English instructional materials based on the study about Developing Culture-based English instructional Materials for Grade VII of Junior High School Students conducted by Afifah, W. and Zuchdi, D. has significantly improved students' English skills. The Culture-based English textbook has also helped the teacher in teaching English and culture values because the instructional materials were developed based on the culture-based concept. The findings also revealed that students were encouraged and motivated to internalize and actualize positive culture values found in the developed culture-based English instructional materials (Afifah, W. and Zuchdi, D., 2018).

The result of the analysis of the data on the students' target needs on the study of Prayati, Z., et al on Developing Culture-Based English Instructional Materials to Improve Students' Thinking, ELT Achievement, and Classroom Interaction revealed that students are expected to get English proficiencies by providing them various cultural materials, namely local arts, traditional games, traditional rates, traditional technologies, and traditional pieces of literature. These cultural materials could bring them to think critically to improve English Language Teaching (ELT) achievement and build classroom interaction. The analysis of learning needs which refer to learning goals, inputs, learning activities, teachers' roles, students' roles, and classroom management showed that students needed an appropriate English learning approach. Therefore, learning goals should be designed in line with the existing school curriculum (Prayati, Z., Haerazi., Irawan, L. A., & Vikasari, R. M., 2020).

The case study conducted by Titone, et al investigated the extent to which individuals recognize and demonstrate the importance of cultural context and relevance when creating their own books for Swaziland students. The study revealed the importance of gaining a deeper understanding of the relationship between the learners' lived realities and the cultural content depicted in the materials. They concluded that the five distinct characteristics should be present in instructional material in order to increase the engagement, language acquisition, and self-worth of the English Language Learner: Content that is true to the students' lived experiences (reflects everyday experience and is therefore completely accessible to the learner); Illustrations in which learners can see themselves, their surroundings, and their values--as if looking into a mirror; Use or mention of learners' first language even if only minimally; Content, illustrations, and language which directly communicate respect for the students' native/home culture; and Content, illustrations, and language which explicitly communicate hope, care and/or positive regard of the learner to the learner (Titone, C; Plummer, E. C.; and Kielar, M. A., 2012).

Mangila examined the cultural relevance of the instructional materials used by elementary teachers in the Mother Tongue-Based Multilingual Education (MTB-MLE) Program. Using descriptive survey and Fairclough's Critical Discourse Analysis (CDA), the result revealed that instructional materials used by teachers in teaching the mother tongue subject are not culturally relevant as inconsistencies exist on the cultural messages contained in them. This prompted her to give feedback and recommendation to the Department of Education to provide enough

instructional materials to teachers that are culturally relevant. She also suggested that teachers must be regularly sent to trainings and seminars to equip them with the knowledge and skills needed in the production of localized and culturally meaningful instructional materials to be used in teaching-learning process (Mangila, B., 2018).

The 7th Diversity Matters, a forum on preserving culture and heritage has put emphasis on the importance of safeguarding cultural heritage through transferring of knowledge, skills, and meaning which means transmitting, or communicating these cultural heritages from generation to generation. It was also mentioned that cultural heritage should be communicated through an integrated education approach in this global society; that sustainability in the preservation of cultural heritage through education should be encouraged (Preserving Culture and Heritage Through Generations. 7th Diversity Matters, a forum on preserving culture and heritage. Mimar Sinan University of Fine Arts, Istanbul, Turkey, May 11-14, 2014).

These reviewed related studies establish the need to conduct further study on preservation of cultural heritage. These are in line with our present study on Developing Instructional Materials Using the Cultural Icons in Oas. They also underscore that localized instructional materials to be used in teaching and learning process should be culturally relevant.

c. Research Questions

This study aimed to determine the cultural icons in Oas for the development of relevant instructional and pragmatic materials to be used in teaching-learning process. Specifically, this study sought to answer the following questions:

1. What are the different cultural icons found in Oas?

2. What are the distinguishing features of the cultural icons in Oas?

3. What instructional materials may be developed using the mapped cultural icons in Oas?

4. What interventions may be proposed to improve the process of developing the different instructional materials using varied cultural icons?

d. Scope and Limitation

The main concern of the study was to determine the different cultural icons in the municipality of Oas. These cultural icons were utilized in the development of relevant and pragmatic learning materials to be employed in the teaching and learning process. The participants of the study are the twenty-three (23) Araling Panlipunan (AP)/ Filipino School Coordinators and twenty-three (23) School Information and Communication Technology (ICT) Coordinators from the 23 public elementary schools in Oas North District.

The participant-teachers in this study were purposively selected because their areas of assignments were very much related to the study. The AP teachers' background knowledge on local cultural icons and familiarity within the locality

where the data would be gathered has been given importance during the process of selecting the target participants in this study. So, with the school ICT coordinators, their computer literacy skill would be much utilized in the process of the preparation and development of digital culturally based instructional materials to be used in teaching and learning process.

However, not all the teacher-participants (the school AP and ICT coordinators) included in the study have been exposed to or have experienced cultural mapping and developing of instructional materials that are culturally based and can relate to the experiences of the leaners. Furthermore, only a few of them have attended seminars or trainings on cultural mapping and no one among the participants has developed instructional materials using the local cultural icons.

Other related skills/disciplines in Araling Panlipunan/Filipino, and the Culture and the Arts like dancing, singing, and other skills not mentioned in the study and other related skills intended for other learners are not included in this study.

The study was also delimited to other teachers who were not identified as respondents and not school AP/Filipino and ICT coordinators in the 23 public elementary schools in Oas North District. Thus, the findings of the study are only true to the forty-six (46) teacher-participants (the AP/Filipino and ICT coordinators) in the mentioned district in the Division of Albay.

e. Research Methodology

This part presents the discussion of the research design used by the researchers in conducting the study. It includes the research sampling method, sources of data, data collection of the study, ethical issues, and the analysis of the gathered data.

1. Sampling

The main participants in this study are the locals or natives of the different barangays in Oas who are considered the oldest residents. The generated data from them were used by the participant-teachers in this study in filling out the cultural mapping survey form. These participant-teachers were purposively selected because their learning areas of assignments are very much related to the research topic. The AP teachers' background knowledge on local cultural icons and familiarity within the locality where the data would be gathered has been given importance during the process of selecting the target participants in this study. So, with the school ICT coordinators, their computer literacy skill would be much utilized in the process of the preparation and development of digital culturally based instructional materials to be used in teaching and learning process. Thus, using the purposive sampling, the researchers identified the target participants in each public elementary school in Oas North District who provided the needed data for this study.

There are forty-six (46) participants in this study composed of the twenty-three (23) Araling Panlipunan (AP)/Filipino School Coordinators and

23 School Information and Communication Technology (ICT) Coordinators of the 23 public elementary schools in Oas North District for the School Year 2021-2022. Each school in Oas North District is represented by one ICT coordinator and one AP/Filipino coordinator.

The table below shows the participants of the study.

Table 1

Participants of the Study

School	No. of Participants	Coordinatorship	Years in Service	Sex
BADBAD ES	2	AP/Filipino	5	F
		ICT	4	F
BADIAN ES	2	AP/Filipino	3	M
		ICT	3	F
BANAO ES	2	AP/Filipino	5	F
		ICT	6	F
BANGIAWON ES	2	AP/Filipino	6	F
		ICT	3	F
BOGTONG ES	2	AP/Filipino	3	F
		ICT	2	F
BUSAC ES	2	AP/Filipino	4	F
		ICT	5	F
CADAWAG ES	2	AP/Filipino	3	M
		ICT	4	M
CAGMANABA ES	2	AP/Filipino	6	F

		ICT	7	F
CALAGUIMIT ES	2	AP/Filipino	3	F
		ICT	4	F
CALPI ES	2	AP/Filipino	5	F
		ICT	7	F
DEL ROSARIO ES	2	AP/Filipino	4	F
		ICT	7	F
MANGA ES	2	AP/Filipino	5	F
		ICT	8	F
MARAMBA ES	2	AP/Filipino	5	F
		ICT	4	F
MOROPONROS ES	2	AP/Filipino	5	F
		ICT	3	F
NAGAS ES	2	AP/Filipino	4	F
		ICT	6	F
OAS NORTH CS	2	AP/Filipino	6	F
		ICT	8	F
SABAN ES	2	AP/Filipino	4	F
		ICT	5	F
SAN ANTONIO ES	2	AP/Filipino	3	F
		ICT	7	F
SAN ISIDRO ES	2	AP/Filipino	4	F
		ICT	8	F
TABLON ES	2	AP/Filipino	9	F
		ICT	10	M

TALISAY ES	2	AP/Filipino	6	F
		ICT	5	M
TAPEL ES	2	AP/Filipino	7	F
		ICT	6	M
TOBGON ES	2	AP/Filipino	7	F
		ICT	8	M
TOTAL	**46**			

Majority of the teachers included in the study had limited experience or exposure in conducting cultural mapping and in developing culturally based instructional materials. In addition, websites and written documents/ reading materials like books, publication, and journals, also served as secondary sources in the gathering of data to support the findings of the researchers. The reading materials written by the authorities also helped the researchers to come up with an in-depth analysis of the research implementation together with the 46 teacher-participants from the 23 schools of the mentioned district.

2. Data Collection

The researchers sought the permission and approval of the Offices of the Regional Director and Division Superintendent, through the recommendation of the District Supervisor of Oas North District before the conduct of the study. The researchers made the necessary preparations after the permission was granted.

Upon the approval of the research proposal, the proponents finally determined the participants of the study. Then, the researchers crafted the instrument (Cultural Mapping Survey Form) which were utilized in gathering the needed data on the varied Cultural Icons found in the Municipality of Oas, Albay. Moreover, the instrument also helped the researchers in identifying the distinguishing features of the mapped cultural icons.

The researchers conducted and facilitated the 3-day training-workshop aimed to equip the 46 teacher-participants with the necessary skills and competencies in conducting cultural mapping and crafting cultural based learning materials.

After the 3-day training-workshop, the teacher-participants were allotted two weeks to conduct the cultural mapping in their respective places. The participants utilized the Cultural Mapping Survey Form in describing and recording of the varied cultural icons mapped in their respective locality. Then, they submitted the accomplished research instrument to the researchers for data analysis.

The researchers determined the distinguishing features of the cultural icons in Oas. Then, another two weeks were given to the teacher-participants for developing and crafting of their instructional materials using the mapped cultural icons. This was properly documented using the monitoring form prepared by the researchers. The teacher-participants presented to the researchers their developed instructional materials using the cultural icons.

To validate the process in developing instructional materials using the cultural icons in Oas, the researchers conducted a Focus Group Discussion (FGD) to the 10 identified teacher-participants of the study. The researchers prepared an interview protocol before the conduct of the FGD and facilitated the conduct of the FGD. All the proceedings in the FGD were recorded religiously and with utmost honesty.

After the data collection and analysis of the gathered data, the researchers prepared the needed materials for the organization of the completed basic research project report. The report was submitted to the Schools Division Office of Albay for record and reference purposes and assessment of the completed study.

3. Ethical Issues

The researchers strictly adhered to the provisions under Republic Act No. 10173 or the Data Privacy Act of 2012 along the preparation and completion of this study. The researchers ensured that all respondents of this study had read, understood and signed the written or electronic consent form sent to them before the needed data had been collected from them. The gathered data such as the participants' responses to the cultural mapping tool and questionnaires were carefully processed and treated with confidentiality and used solely for the purpose of this study (Republic Act No. 101773 or the Data Privacy Act of 2021 retrieved from: https:dict.gov.ph).

Moreover, the researchers followed the proper protocols before, during and after the implementation of this research by seeking the approval of the Department of Education (DepEd) officials in the Regional Office and Schools Division Office of Albay. The approval of the higher offices prompted the researchers to present and explain to the teacher-participants and other involved individuals their roles and participation in the study and finally sought their consent. Authors of books, journals, and publications as well as websites from the internet which were used as references in this study were properly acknowledged and cited.

4. Data Analysis

The statistical treatments used in this study are the following:

Frequency Count was employed to determine the different cultural icons mapped by the 46 teacher-participants from 23 public elementary schools in Oas North District, including the varied culturally based instructional materials that they developed. Then, an analysis of the mapped icons was conducted by the researchers to identify the distinguishing features of the cultural icons in Oas.

Qualitative analysis was also used in answering sub-problems two and three. The gathered related studies were utilized in the qualitative discussion to provide in-depth analysis of the data gathered by the researchers.

f. Discussion of Results and Recommendations

This part presents the different cultural icons found in the Municipality of Oas, Province of Albay, the distinguishing features of the mapped cultural icons and the instructional materials developed using the cultural icons in Oas.

CULTURAL ICONS FOUND IN THE MUNICIPALITY OAS

Oas is one of the old municipalities in the Province of Albay. It has a huge land area that extends from the upland to the coastal area comprising of 53 barangays. Table 2 presents the classifications of cultural icons and the number and percentage of mapped icons in Oas. These cultural icons came from the different mapped cultural heritages categorized into natural, movable, intangible, and built.

Table 2

Cultural Icons in Oas

Classification of Cultural Icons	No. of Mapped Icons	Percentage (%)
Natural Heritage	14	21
Movable Heritage	16	24
Intangible Heritage	27	41
Built Heritage	9	14
TOTAL	**66**	**100**

As gleaned from the table, Oas has 14 natural cultural icons or 21 percent of the identified cultural icons out of the mapped cultural heritages. These are the

Bungatud, Mt. Masaraga, Calpi Tree, Iling (bird), Sulong sa Tupas (Tupas River), Rimas (breadfruit family), Buwaya sa Dagat (Armored Searobin), Maguindara Falls, Kweba ng San Antonio, Gangawan (shrimp), Bubon/balon, Sagurong, Trinity Island, and Antutumaw Falls.

Sixteen movable cultural icons or 24 percent were identified in Oas out of the mapped cultural heritages. These include Palawan (Metal Husk Remover), Ampasan (Wooden Palay Grain Remover), Gilingan Cacao (Metal Cacao Grinder), Badi (Dried Fish), Dalaydayan, Kaping, Taksay, Palakaya, Gutul, Kuliglig (Treler), and Biyaya (Bangka), Ulung (Top), Tagpanaw, Paltok, Sentenaryan – Maria Gloria R. Rebato, and Writer-Abdon Balde Jr.

The table also shows that Oas has 27 intangible cultural icons or 41 percent out of the mapped cultural heritages. Among these are Pagbukayo, Pag-ibus, Pag-tinugsuk, Lana sa Nuyog, Pagtutung nin Bugas, Paggawa ng Turon, Pinakru, Pag-ilado, Paggawa ng Coated na Mani, Santan na Mani, Bikol Express, Pagpapanday, Piknit, Pagkunserba ning Mani, Puto Festival, Himoloan Festival, Pamucao, Flores de Mayo, Ina nin Pagkaherak (Devotional Dance), Bubu (Baptism Ritual), Mga Ritwal Bago ang Kasal, Santigwar, Panilo, Pag-inibang, Pagbuya, Pagluto ning Kaluku, and Pagluto ng Puto de Oas.

Out of the mapped built heritages in Oas, the researchers were able to identify nine built cultural icons or 14 percent of the total mapped cultural heritages. These cultural icons are the Plaza Kiosk of Oas, Pansitan ni Packs, St. Michael the Archangel Parish, Baptistry, Antigong Baluy (Ancestral House), South Kinale Dam, Sagnoy, PRISA Dam, and Rayala Old House.

It shows that the municipality is rich of heritages. This research study is one of the ways in preserving the cultural heritage in Oas as expressed in the 7th Diversity Matters Forum that puts emphasis on the importance of safeguarding cultural heritage through transferring of knowledge, skills, and meaning which means transmitting, or communicating these cultural heritages from generation to generation (Preserving Culture and Heritage Through Generations. 7th Diversity Matters, a forum on preserving culture and heritage. Mimar Sinan University of Fine Arts, Istanbul, Turkey, May 11-14, 2014). The collection of the different cultural icons as part of this study can be used by future generations as they travel back on the history of their locality.

Further, the study supported the Philippine Development Plan 2017-2022 that highlights the importance of strengthening Filipino awareness on the different cultures in the country so that we should be capable of integrating our cultural heritage into our lives and contribute to national development. It explains further that we should be aware of our heritage and be determined to ensure its preservation (Philippine Development Plan 2017-2022). It implies that individuals in certain locality shall have high level of awareness of their particular culture and heritage.

DISTINGUISHING FEATURES OF THE CULTURAL ICONS IN OAS

Oas is one of the culturally rich municipalities in Albay composed of 53 barangays located in upland, lowland, and coastal areas. Its distinct cultural icons out of the mapped natural, built, movable, and intangible heritages provide Oasnun a connection to certain social values, beliefs, religions, customs, and practices. It

provides sense of unity and belonging among the people in the community that reflects on their daily living. Thus, the Oasnun who belong to the same cultural circle, are often more likely help each other for the common good.

This study featured the distinguishing characteristics of the mapped cultural icons in Oas. Generally, the researchers found out that these cultural icons are of great significant in the cultural and socio-economic life of the people in Oas. The people in Oas who live in the same barangay shared common understanding of their cultural beginning positively affect their ways of life.

The 14 identified cultural icons out of the mapped natural heritages in Oas such as the Bungatud, Mt. Masaraga, Calpi Tree, Iling (bird), Sulong sa Tupas (Tupas River), Rimas (breadfruit family), Buwaya sa Dagat (Armored Searobin), Maguindena Falls, Kweba ng San Antonio, Gangawan (shrimp), Bubon (balon), Sagurong, Trinity Island, and Antutumaw Falls serve as the sources of livelihood, shelter, foods and water for the people in Oas. Besides, they provide Oasnun with historical information about their experiences and relationships with the environment. Some of these cultural icons provide a natural habitat to some species in the locality.

The distinguishing features of natural cultural icons in Oas is based on the cultural significance of these icons to the historical, environmental and economic background that directly influenced and related to the lives of Oasnun for a long period of time. These cultural icons were taken from the mapped cultural heritages that should continuously be protected and preserved for the succeeding generations. Natural heritage, as defined by the United Nations Educational,

Scientific, and Cultural Organization (UNESCO), refers to natural features, geological and physiographical formations and delineated areas that constitute the habitat of threatened species of animals and plants and natural sites of value from the point of view of science, conservation or natural beauty. It includes private and publicly protected natural areas, zoos, aquaria and botanical gardens, natural habitat, marine ecosystems, sanctuaries, reservoirs etc. (UNESCO Institute for Statistics, 2009 UNESCO Framework for Cultural Statistics and UNESCO, Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972).

Using these mapped natural cultural icons in the teaching and learning process through developing instructional materials applicable to the lesson especially in the barangays in Oas where these cultural icons could be found, would help teachers in motivating the learners to learn. This premise has been supported by the study conducted by Afifah, W. and Zuchdi, D. on developing culture-based English instructional materials for junior high school students which revealed that students were encouraged and motivated to internalize and actualize positive culture values found in the developed culture-based English instructional materials (Afifah, w. and ZUchdi, D., 2018).

The researchers have also identified 16 cultural icons in Oas out of the mapped movable heritages. These cultural icons are significant to the people in Oas because they reminded them of their experiences as they used these cultural icons and shared practices among them to improve their economic ways of life. These include Palawan (Metal Husk Remover), Ampasan (Wooden Palay Grain

remover), Gilingan Cacao (Metal Cacao Grinder), Badi (Dried Fish), Dalaydayan, Kaping, Taksay, Palakaya, Gutul, Kuliglig (Treler), and Biyaya (Bangka). Some cultural icons are of great importance in their leisure and recreational activities such as Ulung (Top), Tagpanaw, and Paltok. Others serve as sources of inspiration imbued with values and being looked up in the community namely; Sentenaryan – Maria Gloria R. Rebato and Writer-Abdon Balde Jr.

Movable heritage is a term used to define any natural or manufactured object of heritage significance. Movable heritage may be an integral part of the significance of heritage places. It can also belong to cultural groups, communities or regions (www.migrationheritage.nsw.gov.au).

Developing IMs using the movable cultural icons can also improve learners' scholastic performance. This is true to the findings of the study conducted by Prayati, Z., et al on Developing Culture-based English Instructional Materials to Improve Students' Thinking, ELT Achievement, and Classroom Interaction. According to the result of the study, students critical thinking ability was significantly improved and students were actively engaged in classroom interactions because they were provided with various cultural materials such as local arts, traditional games, and traditional pieces of literature in the teaching and learning process.

Twenty-seven cultural icons have been identified out of the mapped intangible cultural heritages in Oas. Thus, these mapped cultural icons out of the identified intangible cultural heritages represent the expressions, skills and practices of Oasenos (https://whc.unesco.org/en/faq/40). These include the

processes and products of specific customs in Oas which are preserved and passed down from one generation to the succeeding generations. These cultural icons are of great significant to the people of Oas because they give them sense of stability and uniqueness which assure them of continuity of creativity among them and the succeeding generations. The cultural significant of these icons have been embodied and expressed by the Oasnun in the following forms: oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature, and traditional craftmanship (https://whc.unesco.org). Among others are Pagbukayo, Pag-ibus, Pag-tinugsuk, Lana sa Nuyog, Pagtutung nin Bugas, Paggawa ng Turon, Pinakru, Pag-ilado, Paggawa ng Coated na Mani, Santan na Mani, Bikol Express, Pagpapanday, Piknit, Pagkunserba ning Mani, Puto Festival, Himoloan Festival, Pamucao, Flores de Mayo, Ina nin Pagkaherak (Devotional Dance), Bubu (Baptism Ritual), Mga Ritwal Bago ang Kasal, Santigwar, Panilo, Pag-inibang, Pagbuya, Pagluto ning Kaluku, and Pagluto ng Puto de Oas.

These intangible cultural icons in Oas can be recommended to the teachers in Oas to craft culturally relevant instructional materials to be used in the teaching and learning process. Mangila, in her study, recommended to the Department of Education to provide instructional to teachers that are culturally relevant because she found out that the instructional materials used by teachers in teaching the MTB-MLE subject were not culturally relevant as there were inconsistencies exist on the cultural messages contained in the IMS used (Mangila, B., 2018).

Oas is also rich in built heritage. Out of the mapped built heritages in Oas, the researchers were able to identify nine cultural icons. These cultural icons serve as the physical evidence of the cultural development in Oas which are considered cultural assets. They have become the link of the people in Oas of their past which define a sense of place and identity for Oas (https://modernheritage.com). These cultural icons embody historical, economic, social or even archeological values that the people of Oas treasure and preserve for the future generations. Among these are Plaza kiosk of Oas, Pansitan ni Packs, St. Michael the Archangel Parish, Baptistry, Antigong Baluy (Ancestral House), South Kinale Dam, Sagnoy, PRISA Dam, and Rayala Old House.

The researchers also recommend to teachers that these mapped built cultural icons be used as IMs in the teaching and learning process considering the cultural significance of these to their lives. This statement is in line with the result of the study conducted by Grassi and Barker, that it is important to connect students' cultural background to their home life. By incorporating the significance of these cultural icons in the lessons, the researchers revealed that learners were more likely to be more motivated to learn and manifested sharpened abilities to retain in their memory the acquired learning and applied it in reality (Grassi, E. A., & Barker, H. B., 2010).

Indeed, the people of Oas greatly respect and uphold the cultural significance of these cultural icons as they proudly imbibe their values and ardently practice their unique importance in their lives. These cultural icons are repository of cultural meanings which make the people of Oas culturally rich and significant.

INSTRUCTIONAL MATERIALS DEVELOPED USING THE MAPPED

CULTURAL ICONS IN OAS

The following are the instructional materials developed using the cultural icons in Oas: Coffee Table Book of the Mapped Icons, Brochure and Pamphlets, Story Books, Recipe Books, Slide Decks of the Different Mapped Icons, and Video Presentations of the Icons.

The researchers ensured that these developed IMs using the cultural icons in Oas underwent validation using the LRMDS Assessment and Evaluation Tool for Localized Materials by the District Validating Team composed of Master Teachers.

The researchers categorized the contextualized IMs into print and non-print learning resources. Print learning resources include coffee table book of the mapped icons, brochure, pamphlet, story book, recipe book, and others. These contextualized print resources were evaluated based on their content, format, presentation and organization, and accuracy and up-to-datedness of information.

Non-print resources include video presentations, slide decks of the mapped icons, and others. The contextualized non-print resources were also evaluated based on their content quality, instructional quality, technical quality, and other findings such as conceptual errors, factual errors, grammatical and/or typographical errors, obsolete information, and others.

The following tables show the evaluation results of the contextualized print and non-print IMs.

Print Resources

Table 3

Result of Resource Evaluation (Coffee Table Book)

Criterion	Total Points	Average Point	Remarks	Note
Content	69	**23.00**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	203	**67.67**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentation and Organization	53	**17.67**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

Table 3 presents the result of resource evaluation on coffee table book. The table shows that the contextualized coffee table book passed the criteria along content, format, presentation and organization, and accuracy and up-to-datedness of information as shown in the table.

The District Validating Team, guided by the LRMDS Assessment and Evaluation Tool for Localized Materials, scored the coffee table book with 23 out of 28 points along content; 67.67 out of 72 points along format; 17.67 out of 20 points along presentation and organization; and 24 out 24 points along accuracy and up-to-datedness of information.

Table 4

Result of Resource Evaluation (Brochure and Pamphlets)

Criterion	Total Points	Average Point	Remarks	Note
Content	65	**21.67**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	192	**64.00**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion

Criterion	Total Points	Average Point	Remarks	Note
Presentation and Organization	52	**17.33**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

Table 4 shows the results of the evaluation on contextualized brochures and pamphlets. The data indicate that these contextualized learning resources passed the criteria set by the LRMDS with an average point of 27.67 along content; 64 points along format; 17.33 along presentation and organization; and 24 points along accuracy and up-to-datedness of information.

Table 5

Result of Resource Evaluation (Story Book)

Criterion	Total Points	Average Point	Remarks	Note
Content	73	**24.33**	Passed	Material/Resource must score at least **21 points** out of a maximum 28

				points to pass this criterion
Format	210	**70.00**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentation and Organization	55	**18.33**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

The data on Table 5 show that the crafted contextualized story book passed the criteria set by the LRMDS on localized IMs. The District Validating Team scored the story book with an average point of 24.33 for content; 70 points for format; 18.33 for organization and presentation; and 24 points for accuracy and up-to-datedness of information.

Table 6

Result of Resource Evaluation (Recipe Book)

Criterion	Total Points	Average Point	Remarks	Note
Content	63	**21.00**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	164	**54.67**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentation and Organization	47	**15.67**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

For the contextualized recipe book, table 6 shows that it has passed the validation conducted by the District Validating Team with 21 average points on content, 54.67 points on format, 15.67 points on presentation and organization, and 24 points on accuracy and up-to-datedness of information.

Non-Print Resources

Table 7

Result of Resource Evaluation (Slide Deck)

Criterion	Total Points	Average Point	Remarks	Note
Content Quality	114	**38.00**	Passed	Material/Resource must score at least **30 points** out of a maximum 40 points to pass this criterion
Instructional Quality	117	**39.00**	Passed	Material/Resource must score at least **30 points** out of a maximum 40 points to pass this criterion
Technical Quality	142	**47.33**	Passed	Material/Resource must score at least **39 points** out of a maximum 52 points to pass this criterion

Criterion	Total Points	Average Point	Remarks	Note
Other Findings	48	**16.00**	Passed	Material/Resource must score at least **16 points** out of a maximum 16 points to pass this criterion

The data on Table 7 present the evaluation result on contextualized slide deck learning resource. The table shows that it passed the LRMDS evaluation criteria on contextualized IMs which include content quality with 38 average points; 39 points for instructional quality; 47.33 points for technical quality; and 16 points for other findings such as free form conceptual errors, factual errors, and others.

Table 8

Result of Resource Evaluation (Video Presentation)

Criterion	Total Points	Average Point	Remarks	Note
Content Quality	116	**38.67**	Passed	Material/Resource must score at least **30 points** out of a maximum 40 points to pass this criterion
Instructional Quality	118	**39.33**	Passed	Material/Resource must score at least **30 points** out of a maximum 40

				points to pass this criterion
Technical Quality	143	**47.67**	Passed	Material/Resource must score at least **39 points** out of a maximum 52 points to pass this criterion
Other Findings	48	**16.00**	Passed	Material/Resource must score at least **16 points** out of a maximum 16 points to pass this criterion

Table 8 shows the result of evaluation on video presentation of cultural icons in Oas as a learning resource. The data indicate that the contextualized video presentation passed the validation as evidenced on the computed average points on the following criteria; 38.67 points for content quality, 39.33 points for instructional quality, 47.67 for technical quality, and 16 points for other findings.

PROPOSED INTERVENTIONS TO IMPROVE THE PROCESSES OF DEVELOPING INSTRUCTIONAL MATERIALS USING THE CULTURAL ICONS

Instructional materials are important in teaching and learning process. These learning resources aid the teachers in delivering instruction and allowing the learners to acquire and learn the competencies in every lesson. In relation to

this, the researchers proposed the following interventions to improve the process of developing instructional materials using the cultural icons:

a. *Strengthen teachers' competencies along development and evaluation of instructional materials employing cultural icons thru School Learning Action Cell (SLAC) and In-Service Training (INSET).* This intervention aims to upskill and reskill teachers' competencies on creating instructional materials using the available cultural icons in the locality. In addition, the two mentioned professional development activities are the most economical and feasible in enhancing and imroving teachers' cultural knowledge and awareness. Further, this will ensure the continuing professional development of teachers along cultural education. Thus, the implementation of SLAC and INSET shall focus on contextualization in the curriculum by creating instructional materials appropriate to the cultural needs of the learners.

b. *Conduct of Annual Workshop and "Kumustahan" on Developing Instructional Materials Using Cultural Icons.* This intervention focuses on providing teachers with the trends on cultural education. The annual workshop shall be conducted to introduce current trends on integrating cultural knowledge and awareness in the curriculum, instruction and learning materials development. Further, to update the teachers along the current demands of the learners and school community in relation to culture. Moreover, the "Kumustahan" will serve as annual review of the varied programs, projects and activities implemented along cultural

education. This will be a great help to the program owners and teachers to reflect on their practices related to cultural education. This will also serve as an avenue for the teachers to exhibit their developed instructional materials using the cultural icons, and showcase their competencies in crafting the instructional materials.

c. *Constant Monitoring and Evaluation of the Process and Utilization of the Culturally-Based Instructional Materials.* The main purpose of this intervention is to gather and provide continuous checking of the process and utilization of the culturally-based instructional materials in the teaching and learning process. In this, the school leaders are given the task to religiously monitor and evaluate teacher's utilization and development of instructional materials inspired by the cultural heritages in the locality. Further, modifications and adjustments may be implemented in the development and utilization process as a result of the constant monitoring and evaluation. Monitoring and evaluation shall be conducted to assess the progress on the process of developing culturally-based IMs and highlight some difficulties along the implementation and utilization of the culturally based instructional materials in the teaching and learning process. Likewise, monitoring and evaluation is one of the most important parts of any endeavor that plays a crucial role during the assessment. Its main goal is to improve outputs, outcomes, and impact by providing detailed information on

assessed program or project, and particular areas that need improvement.

d. *Participate in Benchmarking Focusing on Cultural Education and Development of Instructional Materials Employing the Cultural Icons.* Benchmarking is defined as a tool for assessing and comparing performance in order to achieve continuous improvement. In addition, it is a common practice and sensible exercise to establish baselines, define best practices, identify improvement opportunities and create a competitive environment within the organization. This activity will help teachers gather good and best cultural practices from varied institutions particularly along the development of instructional materials using the cultural icons. The best cultural practices of the different institutions will serve as an inspiration to the teachers and school leaders to enhance further their knowledge and practices along cultural education and on the development and utilization of culturally-based IMs in the teaching and learning process. This may serve as an inspiration among them to create changes and make some innovations or modifications on the benchmarked programs, projects and activities associated to cultural education, and in developing culturally related instructional materials applicable to the needs of the learners.

g. Work Plan/Timeline

The following table shows the Basic Research Work Plan, the Timetable, and the Gantt Chart.

Table 9

BASIC RESEARCH WORK PLAN AND TIMETABLE

STRATEGY	PROGRAM	ACTIVITIES	TASK	RESOURCES			TIMELINE
				PERSONS INVOLVED	MATERIALS	COST OF MATERIALS	
"DEVELOPING INSTRUCTIONAL MATERIALS USING THE CULTURAL ICONS IN OAS"	Research on development of instructional materials using the cultural icons in Oas	Preparation of Research Proposal	Construct Basic Research Proposal	Researchers	Ink, Bond Paper, Folder, Internet Fee/Load Card	P 1, 680.00	January, 2022
		Research Approval	Seek approval for the implementation of the basic research	Researchers, Regional Director, Schools Division Superintendent, SDO Planning & Research Team, PSDS	Travel Expenses	P 1, 000.00	January, 2022
		Preparation & Evaluation of the Research Instruments	Construct the Research Instruments (Cultural mapping Survey Form, Monitoring Tool to the Participants, & Interview Protocol)	Researchers, Jurors/Experts	Inks, Printer, Board Paper, Bond Paper	P 13, 690.00	February, 2022
		Research Implementation	Conduct 3-Day Training-Workshop Research Implementation/Cultural Mapping	Researchers, 46 teacher-participants, Resource Speakers	Workshop Materials and Expenses, Cartolina, Folder,	P 49, 850.00	March - May, 2022

			Development of IMs using the cultural icons		External Drive, Ball pen, Pentel Pen		
		Research Results Finalization	Organize, Analyze, Compare, and Interpret Data	Researchers	Ink, Folder, Bond Paper, Internet Fee/Load	P 1, 660.00	June, 2022
		Research Completion	Encode and Organize Information/ Results	Researchers	Ink Bond Paper, Binding Fee	P 1, 120.00	
		Research Completed Submission	Submit Completed Basic Research	Researchers	Travel Expenses	P 1, 000.00	July, 2022
		Research Dissemination & Advocacy	Disseminate the research results and findings	Researchers			August – December, 2022

GANTT CHART

The Gantt Chart of the research study was crafted by the researchers as their guide and reminder of the varied activities undertaken for the smooth implementation and completion of the different activities specified in the Timetable/ Work Plan of the study. In the first month of CY 2022, the preparation of the research proposal was carried out by the researchers. Then, from January to February, the researchers crafted the research instruments or tools which were used in gathering the needed data for the study. The crafted research instruments/tools underwent critiquing and evaluation. From March to May, after

the approval of the implementation of the research study, with the prepared

research instruments, the researchers conducted the research. Together with the

participants of the study, they conducted the cultural mapping of the cultural icons

ACTIVITIES	CY 2022											
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Preparation of Research Proposal												
Research Approval												
Preparation & Evaluation of the Research Instruments												
Research Implementation												
Research Results Finalization												
Research Completion												
Research Completed Submission												
Research Dissemination & Advocacy												

found in the Municipality of Oas. Besides, the participants crafted their own

Instructional /Learning Materials utilizing the cultural icons they have mapped. In

June, the researchers started to finalize the results and findings of the study. The

findings of the study served as the bases in writing the completed basic research

report. The completed research report with complete attachments was submitted

to the proper offices for recording, evaluation and acceptance. The researchers also conducted research dissemination and advocacy activities regarding the research findings, results and summary to the teachers and school heads of Oas North District, Schools Division Office of Albay. The researchers would also submit their study to be presented in both local or international fora and colloquia on educational researches.

h. Cost Estimates

The following table presents the cost estimates incurred during the duration of the conduct of this study. Guided by the guidelines stipulated in Republic Act No. 9184 or the Government Procurement Reform Act, all the items procured and the amount spent along the implementation and completion of this study were in adherence to that government procurement policy.

Table 10

COST ESTIMATES

ACTIVITIES	ITEM DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL AMOUNT
Preparation of Research Proposal	Printer - Ink (Black)	1	Bottle	360.00	**360.00**
	Bond Paper (Letter)	1	Ream	220.00	**220.00**
	Folder (White)	10	Piece	10.00	**100.00**
	Internet Fee/ Load Card (P1,000.00)	1	Piece	1,000.00	**1,000.00**
Research Approval	Travel Expenses	2	Person	500.00	**1,000.00**
Preparation & Evaluation of the	3 in 1 Printer	1	Unit	11,000.00	**11,000.00**
	Printer - Ink (Black)	2	Bottle	360.00	**720.00**

Research Instruments	Printer - Ink (Blue)	1	Bottle	360.00	**360.00**
	Printer - Ink (Red)	1	Bottle	360.00	**360.00**
	Printer - Ink (Yellow)	1	Bottle	360.00	**360.00**
	Board Paper	1	Ream	230.00	**230.00**
	Bond Paper (Letter)	3	Ream	220.00	**660.00**
Research Implementation	Foods of Participants to the 3-day workshop P300.00 @ Individual (3 x 300 = 900)	48	Person	900.00	**43,200.00**
	Cartolina (Assorted Color)	15	Piece	10.00	**150.00**
	Folder (White)	15	Piece	10.00	**150.00**
	External Drive (1 TB)	2	Unit	3, 000.00	**6,000.00**
	Ball Pen	15	Piece	10.00	**150.00**
	Pentel Pen	5	Piece	40.00	**200.00**
Research Results Finalization	Printer - Ink (Black)	1	Bottle	360.00	**360.00**
	Folder (White)	8	Piece	10.00	**80.00**
	Internet Fee/ Load Card (P1,000.00)	1	Piece	1, 000.00	**1,000.00**
	Bond Paper (Letter)	1	Ream	220.00	**220.00**
Research Completion	Bond Paper (Letter)	1	Ream	220.00	**220.00**
	Binding Fee (Hard Bound)	3	Piece	300.00	**900.00**
Research Completed Submission	Travel Expenses	2	Person	500.00	**1,000.00**
				TOTAL	**70,000.00**

The researchers adhered to the government procurement principles such as transparency and honesty in the procurement process and always in favor of

the government (Republic Act No. 9184 or the Government Procurement Act). The researchers likewise ensured that only the supplies or goods specified in the table below and those others needed were the only ones procured and used for the conduct of this study. All the supporting documents to the purchased items were properly accounted for and/or documented as attachments to the liquidation of the amount spent by the researchers along the implementation of the study.

i. Advocacy, Utilization, and Dissemination

After the completion and acceptance of the research report, the researchers shared and presented the research findings and results in different venues through different platforms. The approval of the conference proposal of SDO-Albay Schools Division Superintendent, prompted the researchers to hold a conference with the target participants. The research dissemination and advocacy through a face-to-face or in-person conference was held on November 14, 2022 to share the results and findings of the completed research with the identified teachers, school heads, and Public Schools District Supervisors in Oas North District. After the conduct of the conference, a narrative/accomplishment report with photo-documentation was prepared and submitted by the researchers to the proper offices and as an attachment to the final draft of the completed basic research.

Then, the researchers would submit their study to the identified academic organizations for presentation in different fora or colloquia in varied platforms both locally and internationally that are related to the completed research. Moreover, the findings and results of the study would also be presented to the respective schools of the researchers during In-Service Training (INSET) or School Learning

Action Cell (SLAC) sessions. The researchers are also open for an invitation from other schools in SDO-Albay to share and present their research completed during INSET or SLAC.

RESEARCH PLANS FOR DISSEMINATION AND ADVOCACY ACTIVITIES

STRATE-GIES	PROGRAM	ACTIVI-TIES	TASK	RESOURCES			TIMELINE
				PER-SONS INVOL-VED	MATE-RIALS	COST OF MATE-RIALS	
"DEVELO-PING INSTRUC-TIONAL MATERIALS USING THE CULTURAL ICONS IN OAS"	Research on develop-ment of instructional materials using the cultural icons in Oas	Research Dissemination and Utilization, Advocacy	Conduct Teacher virtual confe-rence Dissemi-nate and utilize the results of the Research on develop-ment of instruc-tional materials using the cultural	Propo-nents Respon-dent School Head School Research Screening Com-mittee Co-teachers PSDS	Ink Bond paper Internet Load	5, 000.00	August to December, 2022

			icons in Oas				
			Present the results of the research in LAC Sessions, INSET, forums and seminars		Regis -tration Fee	5, 000.00	August to December , 2022

j. References

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DepEd Memorandum No. 47, s. 2016; retrieved from: https://www.deped.gov.ph

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https://www.gppb.gov.ph

k. Financial Report

The following table presents the financial expenses incurred during the duration of the conduct of this study. Guided by the guidelines stipulated in Republic Act No. 9184 or the Government Procurement Reform Act, all the items procured and the amount spent along the implementation and completion of this study adhered to that government procurement policy. The researchers strictly adhered to the government procurement principles such as transparency and honesty in the procurement process and always in favor of the government. The researchers likewise ensured that only the supplies or goods specified in the table below and those others that were needed were the only ones procured and used during the conduct of this study.

All the supporting documents to the purchased items were properly accounted for and/or documented as attachments to the liquidation of the amount spent by the researchers along the implementation of the study.

FINANCIAL EXPENSES

ACTIVITY	CASH OUT	BALANCE
Basic Educational Research Fund (BERF) Facility Grant		Php 70, 000.00
Preparation of Research Proposal	Php 1, 680.00	Php 68, 320.00
Research Approval	Php 1, 000.00	Php 67, 320.00
Preparation & Evaluation of the Research Instruments	Php 13, 690.00	Php 53, 630.00
Research Implementation	Php 49, 850.00	Php 3, 780.00
Research Results Finalization	Php 1, 660.00	Php 2, 120.00
Research Completion	Php 1, 120.00	Php 1, 000.00
Research Completed Submission	Php 1, 000.00	0.00
BALANCE		0.00

Results of the Evaluation of the Contextualized Instructional Materials

Coffee Table Book							
	E 1	E 2	E 3	Total Points	Average Points	Remark	Note
Content	24	22	23	69	**23.00**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	64	70	69	203	**67.67**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentationa and Organization	18	17	18	53	**17.67**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	24	24	24	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

Brochure and Pamphelts							
	E 1	E 2	E 3	Total Points	Average Points	Remark	Note
Content	22	22	21	65	**21.67**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	63	59	70	192	**64.00**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentationa and Organization	17	17	18	52	**17.33**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	24	24	24	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

Story Book							
	E 1	E 2	E 3	Total Points	Average Points	Remark	Note
Content	23	24	26	73	**24.33**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	70	69	71	210	**70.00**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentationa and Organization	18	19	18	55	**18.33**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	24	24	24	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

Recipe Book						
	E 1	E 2	E 3	Total Points	Average Points	Remark	Note
Content	21	21	21	63	**21.00**	Passed	Material/Resource must score at least **21 points** out of a maximum 28 points to pass this criterion
Format	55	55	54	164	**54.67**	Passed	Material/Resource must score at least **54 points** out of a maximum 72 points to pass this criterion
Presentationa and Organization	15	15	17	47	**15.67**	Passed	Material/Resource must score at least **15 points** out of a maximum 20 points to pass this criterion
Accuracy and Up-to-datedness of Information	24	24	24	72	**24.00**	Passed	Material/Resource must score at least **24 points** out of a maximum 24 points to pass this criterion

Video Presentation						
	E 1	E 2	E 3	Total Points	Average Points	Remark	Note
Content Quality	39	38	39	116	**38.67**	Passed	Material/Resource must score at least 30 **points** out of a maximum 40 points to pass this criterion
Instructional Quality	40	39	39	118	**39.33**	Passed	Material/Resource must score at least 30 **points** out of a maximum 40 points to pass this criterion
Technical Quality	47	49	47	143	**47.67**	Passed	Material/Resource must score at least **39 points** out of a maximum 52 points to pass this criterion
Other Findings	16	16	16	48	**16.00**	Passed	Material/Resource must score at least 16 **points** out of a maximum 16 points to pass this criterion

Slide Deck						
	E 1	E 2	E 3	Total Points	Average Points	Remark	Note
Content Quality	37	38	39	114	**38.00**	Passed	Material/Resource must score at least 30 **points** out of a maximum 40 points to pass this criterion
Instructional Quality	39	39	39	117	**39.00**	Passed	Material/Resource must score at least 30 **points** out of a maximum 40 points to pass this criterion
Technical Quality	47	48	47	142	**47.33**	Passed	Material/Resource must score at least **39 points** out of a maximum 52 points to pass this criterion
Other Findings	16	16	16	48	**16.00**	Passed	Material/Resource must score at least 16 **points** out of a maximum 16 points to pass this criterion

EVALUATION RATING SHEET FOR PRINT RESOURCES

Title: _____

ISBN: _____

Author(s):_____Illustrator(s):_____

Publisher/Distributor(s):_____

Copyright Year: _____Number of Pages_____

Subject: _____

Intended for (Please check): ❑Elem. (Primary) ❑Elem. (Intermediate) ❑High School

Instructions: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** - *Poor*; and **1** – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated **3** on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor 1: Content	V S 4	S 3	Poor 2	NS 1
1. Content is suitable to the student's level of development.				
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.				
3 Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.				
4.Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.				
5.Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)				

❑5.1 Pride in being a Filipino	❑5.8 Honesty and trustworthiness
❑5.2 Scientific attitude and reasoning	❑5.9 Ability to know right from wrong
❑5.3 Desire for excellence	❑5.10 Respect
❑5.4 Love for country	❑5.11 Critical and creative thinking
❑5.5 Helpfulness/Teamwork/Cooperation	❑5.12 Productive work
❑5.6 Unity	❑5.13 Other: (Please specify)
❑5.7 Desire to learn new things	

	V S 4	S 3	Poor 2	NS 1
6. Material has the potential to arouse interest of target reader.				

	V S 4	S 3	Poor 2	NS 1
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.				
Total Points				

Note: Resource must score **at least 21 points** out of a maximum **28 points** to pass this criterion. Please put a check mark on the appropriate box	❑Passed ❑Failed

Factor 2: Format	V S 4	S 3	Poor 2	NS 1
1.Prints				
1.1 Size of letters is appropriate to the intended user.				
1.2 Spaces between letters and words facilitate reading.				
1.3 Font is easy to read.				
1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).				
2. Illustrations				
2.1 Simple and easily recognizable.				
2.2 Clarify and supplement the text.				
2.3 Properly labelled or captioned (if applicable) .				
2.4 Realistic / appropriate colors.				
2.5 Attractive and appealing.				
2.6 Culturally relevant.				
3. Design and Layout				
3.1 Attractive and pleasing to look at.				
3.2 Simple (i.e., does not distract the attention of the reader).				
3.3 Adequate illustration in relation to text.				
3.4 Harmonious blending of elements (e.g., illustrations and text).				
4. Paper and Binding				
4.1 Paper used contributes to easy reading.				
4.2 Durable binding to withstand frequent use.				
5. Size and Weight of Resource				
5.1 Easy to handle.				
5.2 Relatively light.				
Total Points				
Note: Resource must score **at least 54 points** out of a maximum **72 points** to pass this criterion. Please put a check mark on the appropriate box	❑Passed ❑Failed			

Factor 3: Presentation and Organization	V S 4	S 3	Poor 2	NS 1
1. Presentation is engaging, interesting, and understandable.				
2. There is logical and smooth flow of ideas.				

3. Vocabulary level is adapted to target reader's likely experience and level of understanding.				
4. Length of sentences is suited to the comprehension level of the target reader.				
5. Sentences and paragraph structures are varied and interesting to the target reader.				
Total Points				
Note: Resource must score **at least 15 points** out of a maximum **20 points** to pass this criterion. Please put a check mark on the appropriate box	❒**Passed** ❒**Failed**			

Factor 4: Accuracy and Up-to-datedness of Information Note down observations about the information contained in the material, citing specific pages where the following errors are found	Not present 4	Present but very minor & must be fixed 3	Present & requires major redevelopment 2	Poor Do not evaluate further. 1
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical errors.				
4. Computational errors.				
5. Obsolete information.				
6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.).				
Total Points				
Note: Resource must score **24** out of a maximum **24 points** to **pass** this criterion. Please put a check mark on the appropriate box.	❒**Passed** ❒**Failed- All issues must be documented in the comments section.**			

Other Comments

(Please write your comments and recommendations on the material not captured in Factors 1-4. Use additional sheet if necessary.)

Recommendation

> **Note: Any material that fails factor 4 must not be recommended for use in public schools until the identified issues have been fixed.**
>
> Any material that **fails in at least one of the four factors** of the evaluation rating should not be recommended for possible use in public schools.

(Please put a check mark (☑) in the appropriate box.)

    i.   ❑ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

    ii.   ❑ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

       I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

Evaluator(s): _____ Signature(s): _____

EVALUATION RATING SHEET FOR NON-PRINT RESOURCES

Type of Media (Please check): ☐CD-ROM ☐VCD ☐DVD ☐VHS ☐Slides ☐Transparencies

☐Cassette tape ☐Digital interactive......... ☐Others (please indicate)_____

Title: _____

Subject area(s):_____Grade / Year level:_____

DepEd Bureau/FAP: _____ Date of Publication: _____

Before completing this Evaluation any CD ROM, VCD or DVD of materials should be viewed and the Technical Evaluation Section G (p72). Interoperability: Technical format Checklist for conformance completed. This is to ensure that the format is compatible with current playback devices and computer operating systems, software and plug-ins.

Instruction: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** - *Poor*; and **1** – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated **3** on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor A. Content Quality	V S	S	Poor	NS
	4	3	2	1
1. Content is consistent with topics/skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.				
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.				
3. Content is accurate.				
4. Content is up-to-date.				
5. Content is logically developed and organized.				
6. Content is free from cultural, gender, racial, or ethnic bias.				
7. Content stimulates and promotes critical thinking.				
8. Content is relevant to real-life situations.				
9. Language (including vocabulary) is appropriate to the target user level.				
10. Content promotes positive values that support formative growth.				
Total Points				

Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check mark on the appropriate box	❒**Passed** ❒**Failed**

Factor B. Instructional Quality	V S 4	S/NA 3	Poor 2	NS 1
1. Purpose of the material is well defined.				
2. Material achieves its defined purpose.				
3. Learning objectives are clearly stated and measurable.				
4. Level of difficulty is appropriate for the intended target user.				
5. Graphics / colors / sounds are used for appropriate instructional reasons.				
6. Material is enjoyable, stimulating, challenging, and engaging.				
7. Material effectively stimulates creativity of target user.				
8. Feedback on target user's responses is effectively employed.				
9. Target user can control the rate and sequence of presentation and review.				
10. Instruction is integrated with target user's previous experience.				
Total Points				
Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check mark on the appropriate box.	❒**Passed** ❒**Failed**			

Factor C. Technical Quality	V S 4	S/NA 3	Poor 2	NS 1
1. Audio enhances understanding of the concept.				
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.				
3. There is complete synchronization of audio with the visuals, if any.				
4. Music and sound effects are appropriate and effective for instructional purposes.				
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.				
6. Visual presentations (non-text) are clear and easy to interpret.				
7. Visuals sustain interest and do not distract user's attention.				

8. Visuals provide accurate representation of the concept discussed.				
9. The user support materials (if any) are effective.				
10. The design allows the target user to navigate freely through the material.				
11. The material can easily and independently be used.				
Technical Evaluation: Complete Section G. Interoperability: Technical format Checklist for conformance If not already completed prior to this review.				
12. The material will run using minimum system requirements.				
13. The program is free from technical problems.				
Total Points				
Note: Resource must score **at least 39 points** out of a maximum **52 points** to pass this criterion. Please put a check mark on the appropriate box	❑**Passed** ❑**Failed**			

Factor D. Other Findings Note down observations about the information contained in the material, where the following errors are found:	Not present 4	Present but very minor & must be Fixed 3	Present & requires major redevelopment 2	Do not evaluate further 1
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical and / or typographical errors.				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).				
Total Points				
Note: Resource must score **at least 16 points** out of a maximum **16 points** to **pass** this criterion. Please put a check mark on the appropriate box	❑**Passed** ❑**Failed. All issues must be documented in the Comments section.**			

Other Comments

Recommendation

Note: Any material that fails Factor D must not be recommended for use in public schools until the identified issues have been fixed.

A material which **Failed in at least one of the four Factors** in this rating sheet should not be recommended for possible use in public schools

Please put a check mark ( ) in the appropriate box.)

i. ❐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

ii. ❐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.) I/We certify that this evaluation report and recommendation are my / our own and have been made without any undue influence from others.

Evaluator(s): _____Signature(s): _____

(Please print your full name)   Date: _____