

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

**BRIDGING COMMUNITY FUNDS OF KNOWLEDGE AND SCHOOL
SCIENCE THROUGH CULTURAL MEMORY BANKING:
AN ACTION ETHNOGRAPHY**

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Master of Arts in Education
(Elementary Science)

by
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Abstract

This study aimed at answering the call for culturally relevant pedagogy and community-centered K to 12 Science Basic Education Curriculum to preserve the local cultural heritage through cultural memory banking of the community funds knowledge related to livelihood activities. Using collaborative action ethnography as a methodology, the study involved forty- four Grade Six pupils of Man-it Integrated School, Passi City, Iloilo in the school year 2017-2018. The pupils were grouped, each group with four or five members. Through the guidance of the researcher and the parents, each team immersed in the community to conduct interviews, observations, and documentations of funds of knowledge related to or associated with culture-based livelihood activities (e.g. *candle making, ibos making, kalamay-hati making, cake making, concrete hollow blocks making, puto making, vegeball/fishball making, ice cream (dirty/homemade) making, combo making, and pandesal making*) particularly those supporting the content related to lessons on mixtures in elementary science. Pupils, along with teacher and parents, documented funds of knowledge associated with culture-based livelihoods, e.g., materials or ingredients, procedures on how they are made, and ready-made products. The collected data were made into cultural memory banks, comprising of cultural memory bank charts, narratives, and science behind each community memory of the livelihood activity. The action ethnography was culminated in portfolio displays and

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presentation of outputs in power point presentation. The findings of the study revealed that cultural memory banking allowed the school children to reflect on the connection of school science and community funds of knowledge to immerse themselves and appreciate the wealth of knowledge of their community, and become co-producers of knowledge for research and instruction. Therefore, elementary science teachers are encouraged to use the community funds of knowledge in teaching elementary science and consider the use of portfolio and assess student learning through cultural memory banking.

Keywords: Collaborative action ethnography, Community funds of knowledge, Cultural memory banking, Science education

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