

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

UTANAN SA UGSARAN (HOME VEGETABLE GARDEN) AS A CONTEXT FOR CULTURALLY
RELEVANT ELEMENTARY SCIENCE EDUCATION

A Thesis Presented to the
Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
(Elementary Science)

by

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Abstract

This research aimed to explore the generation of science concepts in home vegetable gardens and how cultural knowledge influenced this process. The study used ethnography and Sikolohiyang Pilipino, a Filipino psychology framework, to investigate the interplay between scientific and cultural knowledge among participants. The research was conducted in a barangay in one of the towns in the fifth district of Iloilo, involving five households as participants. Data gathering involved interviews, participant observation, immersion, and field notes. The significance of this research lies in its potential to contribute to the development of culturally relevant science education materials and practices. By understanding how scientific and cultural knowledge intersect in the context of home vegetable gardens, this study could inform the creation of science lessons that drew from the cultural memory banking of the participants. Additionally, it shed light on any tensions or challenges that may have arisen when using home gardens as a context for culturally relevant science education. Results showed scientific concepts from home vegetable gardens through cultural memory banking. Participants shared their knowledge and practices related to various aspects of gardening, including pest control methods, fertilizer use, flowering and pollination techniques, soil preparation, irrigation and watering, plant propagation,

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plant support and growth, seed saving, and the health benefits of vegetables. Additionally, participants shared their understanding of weather, natural phenomena, and their influence on planting, as well as cultural practices and beliefs associated with gardening. The integration of cultural knowledge into science lessons has enhanced learners' understanding of various topics related to the natural world. By drawing upon the cultural memory banking, science lessons have explored the classification of organisms, the role of pests in ecosystems, the nutrient cycle, planting seasons and weather, vegetable health benefits, flowering and pollination, water cycle in plants, plant propagation, plant growth and support, weather conditions and plant growth, seed development, and the plant life cycle. However, incorporating home gardens into the curriculum can give rise to tensions stemming from cultural differences, curricular and time constraints, allergies or health concerns, and diverse learning styles. To overcome these tensions, educators and curriculum developers should adopt flexible and inclusive approaches. Integrating cultural knowledge and experiences into science education is crucial for fostering a deeper understanding and appreciation of scientific concepts while honoring and valuing learners' cultural identities.

Keywords: Home Gardening, Cultural knowledge, Ethnography

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