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# **Pedagogical Explorations: Digital “Baybayin” and Cultural Narratives in the PostPandemic College Techscape**

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**Abstract**---This study investigates the significance of Digital “Baybayin” and cultural narratives in Philippine higher education, focusing on its role in preserving Filipino cultural heritage amidst post-pandemic challenges. Employing qualitative methods and guided by theoretical frameworks like that of Hall's Cultural Identity Theory, Davis' Technology Acceptance Model, and Garrison et al.'s Community of Inquiry Framework, the research examines how traditional cultural narratives encoded in “Baybayin” scripts are transmitted and interpreted through digital tools, revitalizing them in modern contexts. The thematic analysis identifies several significant themes: Identity Formation, as Digital “Baybayin” enhances cultural identity and pride among students and educators; Digital Literacy, fostering competence in utilizing digital tools for cultural preservation; Interdisciplinary Approaches, highlighting collaborative efforts across disciplines to integrate “Baybayin” into curricula; and Future Directions, emphasizing ongoing research into digital pedagogies and community engagement for sustainable cultural revitalization. Further, findings underscore the transformative impact of integrating “Baybayin” into higher education curricula, enhancing cultural literacy and identity among students. Recommendations advocate for enhancing digital literacy, fostering community engagement, and promoting transdisciplinary approaches to deepen understanding of “Baybayin” and cultural narratives in educational settings. Theoretical insights and practical considerations advance future research directions, emphasizing the integration of “Baybayin” into curricula and exploring digital pedagogies to strengthen cultural connections in the post-pandemic college techscape.

**Keywords**---college tech scape, digital “Baybayin”, folk narratives, pedagogical explorations, post-pandemic.

## Introduction

The “Baybayin” script, an ancient writing system of the Philippines before colonization, holds deep cultural and historical significance (Bovill, 2020; Zhang et al., 2022). Recently, there has been renewed interest in “Baybayin”, especially with its adaptation to digital formats. This adaptation marks a significant moment where traditional heritage meets modern technology, opening new paths for preserving and interpreting culture (Westheimer & Howard, 2021).

In the second semester of 2022, amid the global shift towards digital education accelerated by the COVID-19 pandemic, St. Michael's College reflected on these transformative trends. This period was pivotal as the institution navigated a post-pandemic landscape with hybrid learning and increased digital integration (McManus et al., 2024). The primary goal of this research was to develop a new teaching model tailored to contemporary educational needs. Central to this model was the introduction of courses like “Baybayin”, Folk Narratives in the Digital Age, and Pandemic Folklore. These courses aimed not only to address current educational challenges but also to enrich the learning experience through cultural elements.

This study aimed to explore how integrating cultural narratives and digital tools could enhance student engagement and understanding. It also involved innovative student projects such as Digital Storytelling, Critical Reflection Essays, Digital “Baybayin” Transcription, Interactive Folklore Maps, and Pandemic Folklore Archives. These projects were designed not only to assess academic performance but also to encourage active participation in preserving and interpreting cultural heritage in the digital age. By examining St. Michael's College as an example of educational transformation, this research aimed to provide insights into effective teaching methods in the post-pandemic era. It emphasized the importance of integrating cultural studies and digital literacy in higher education to better prepare students for a technology-driven world (Zanoletti et al., 2021; Leach et al., 2021).

Furthermore, this paper addressed several gaps in current research. Firstly, while there is growing interest in Digital “Baybayin”, its effective integration into higher education curricula, particularly in the Philippines, remains understudied (Bovill, 2020). This study explored its potential for language learning, cultural preservation, and historical interpretation within St. Michael's College. Secondly, the incorporation of folk narratives into digital teaching methods is a relatively unexplored area. Folk narratives, as repositories of cultural knowledge and storytelling traditions, offer unique opportunities to enhance student engagement and foster cultural awareness (Zhang et al., 2022). This research aimed to investigate how these narratives could be effectively integrated into digital learning environments at St. Michael's College to enrich educational experiences. Lastly, the intersection of cultural identity and digital literacy presents a compelling area for exploration. Understanding how Digital “Baybayin” and folk narratives can strengthen students' cultural identity while improving their digital literacy skills is crucial (Eslit, 2023). This study aimed to uncover innovative teaching approaches that bridge cultural heritage with contemporary educational practices, contributing both theoretical insights and practical applications.

Through this inquiry, the research delved into a space where ancient scripts meet digital tools, where narratives of the past resonate with aspirations for the future. This study highlighted not only the resilience of cultural heritage amidst technological change but also invited educators and scholars to rethink education as a means of cultural revitalization and community empowerment (Westheimer & Howard, 2021).

### **Theoretical Framework**

In exploring the integration of Digital "Baybayin" and folk narratives into the educational context of St. Michael's College, several theories and concepts provided valuable insights. Stuart Hall's Cultural Identity Theory (1976) proposed that cultural identity is fluid and shaped through social practices rather than being fixed (Hall, 2015). At St. Michael's College, the study examined how students' engagement with Digital "Baybayin" and folk narratives contributed to their cultural identity within educational settings. By integrating these cultural artifacts into the curriculum and extracurricular activities, the research aimed to uncover their role in fostering students' sense of belonging and cultural continuity amidst digital transformations in higher education (Moezzi et al., 2017; Sugiyama, 2001).

Stuart Hall's Cultural Identity Theory was particularly pertinent as it underscored the evolving nature of cultural identity. At St. Michael's College, where students represent diverse cultural backgrounds, integrating Digital "Baybayin" and folk narratives served to reconnect them with their cultural heritage (Hall, 2015). Engaging with these artifacts within educational contexts enabled students to deepen their understanding and appreciation of their cultural roots, thereby strengthening their sense of identity and belonging. This theory provided a framework to examine how educational practices incorporating Digital "Baybayin" and folk narratives promoted cultural resilience and affirmed identity among students (Naumovska et al., 2021).

Davis' Technology Acceptance Model (1989) explored the factors influencing the adoption of technology, focusing on perceived usefulness and ease of use (Davis, 1989). Applied to St. Michael's College, this model identified facilitators and barriers to the adoption of Digital "Baybayin" and folk narratives among educators and students. Understanding the perceived utility of these artifacts in enhancing language learning, cultural preservation, and historical understanding was essential for their effective integration into educational practices. Educators' perceptions of the artifacts' pedagogical value and students' assessments of their usability and relevance in learning environments shaped their acceptance and integration. By employing the TAM framework, the study aimed to uncover strategies to optimize the educational impact of these cultural artifacts in digital learning environments.

Garrison et al.'s Community of Inquiry Framework (2000) highlighted the role of cognitive, social, and teaching presences in promoting meaningful learning experiences in online and blended learning contexts (Garrison et al., 1999). Applying this framework at St. Michael's College revealed how Digital "Baybayin" and folk narratives enhanced student engagement and collaborative learning

within digital platforms. The study explored the cognitive processes involved in interacting with these artifacts, the social interactions fostered through collaborative learning activities, and the teaching strategies employed by educators. This comprehensive approach provided insights into how these cultural artifacts contributed to a supportive and interactive learning environment.

These three theoretical perspectives—Cultural Identity Theory, Technology Acceptance Model, and Community of Inquiry Framework—offer complementary lenses for examining the integration of Digital "Baybayin" and folk narratives at St. Michael's College. Stuart Hall's Cultural Identity Theory illuminated how these artifacts influenced students' cultural identity and sense of belonging (Hall, 2015). Davis' Technology Acceptance Model provided insights into the factors influencing the adoption of Digital "Baybayin" and folk narratives among educators and students (Davis, 1989). Garrison et al.'s Community of Inquiry Framework elucidated how these artifacts promoted collaborative and meaningful learning experiences in digital educational environments (Garrison et al., 1999). By integrating these theories, the study aimed to deepen our understanding of how cultural heritage can be effectively integrated into educational practices at St. Michael's College, thereby enriching student learning experiences and fostering cultural awareness in the digital age. Building on this parameter, here are the three qualitative questions that guide the research:

- 1) How do students at St. Michael's College perceive the integration of Digital Baybayin and folk narratives in their learning experiences?
- 2) What pedagogical strategies effectively incorporate cultural elements into digital education specifically within this institution and timeframe?
- 3) How does exposure to Digital Baybayin and folk narratives influence students' cultural awareness and identity?

### **Literature Review:**

To contextualize the integration of Digital Baybayin and folk narratives at St. Michael's College, Iligan City during the second semester of August 2022, several key areas of literature provide foundational insights.

### **Historical Overview of “Baybayin”: Origins, Evolution, and Cultural Significance**

“Baybayin”, an ancient script of the Philippines, holds significant cultural and historical importance. Originating in pre-colonial times, “Baybayin” served as a writing system among various indigenous groups in the archipelago (Pino et al., 2021). Over centuries, its evolution mirrored changes in Philippine history, reflecting linguistic shifts and cultural adaptations (Alcantara et al., 2024). This section examines Baybayin's development, cultural significance, and its modern-day revival, particularly in digital contexts.

## **Scholarship on the Preservation of Indigenous Languages and Scripts in the Digital Age**

Efforts to preserve indigenous languages and scripts gained momentum in the digital age. Digital tools and technologies played a pivotal role in documenting and revitalizing endangered languages, including “Baybayin”, through initiatives promoting their integration into contemporary educational frameworks (Wang & Du, 2021; Alcantara et al., 2024). This literature review explores methodologies and case studies illustrating effective strategies for preserving cultural heritage in digital environments.

## **Studies on Digital Humanities and Cultural Heritage Preservation**

Digital humanities offer innovative approaches to studying and preserving cultural heritage. Projects integrating digital tools for archiving, analyzing, and disseminating cultural artifacts significantly contribute to understanding cultural identity and heritage (Wang & Du, 2021; Garzón et al., 2020). This section synthesizes research on how digital humanities methodologies contribute to the preservation and interpretation of cultural heritage, with a focus on indigenous scripts like “Baybayin”.

## **Impact of the COVID-19 Pandemic on Digital Communication and Cultural Expression**

The COVID-19 pandemic accelerated digital transformations across sectors, including education and cultural institutions (Toh & Kirschner, 2020; Cerda, 2021). It reshaped modes of digital communication and expression, influencing how cultural heritage was accessed, interpreted, and shared online. This literature review examines the pandemic's impact on digital culture and its implications for integrating Digital “Baybayin” and folk narratives in educational contexts during the specified timeframe.

## **Pedagogical Strategies Incorporating Cultural Elements into Digital Education**

Effective integration of cultural elements into digital education requires innovative pedagogical strategies tailored to specific institutional contexts and timeframes (Garzón et al., 2020). At St. Michael's College, Iligan City, during the second semester of August 2022, educators faced the challenge of engaging students with Digital “Baybayin” and folk narratives within digital platforms. Research emphasizes the importance of culturally responsive teaching practices that validate and incorporate students' cultural backgrounds into the curriculum (Cerda, 2021; Toh & Kirschner, 2020). This section explores existing literature on pedagogical frameworks and instructional methods that promote cultural relevance and enhance learning outcomes in digital educational settings.

## **Influence of Exposure to Digital Baybayin and Folk Narratives on Students' Cultural Awareness and Identity**

Exposure to Digital “Baybayin” and folk narratives during the second semester of August 2022 could significantly impact students' cultural awareness and identity at St. Michael's College. Research suggests that cultural artifacts like “Baybayin” play a vital role in connecting students with their cultural heritage, fostering a sense of pride and identity (Pino et al., 2021; Alcantara et al., 2024). This literature review examines studies investigating the transformative effects of cultural exposure on students' perceptions of self and community identity, contributing to broader discussions on cultural preservation and identity formation in educational contexts.

### **Methodology:**

This research employed a qualitative method, focusing on textual analysis, interviews with experts, and the study of published materials both on texts and digital platforms promoting “Baybayin” literacy and cultural narratives. The data collection process integrated both primary and secondary sources. Primary sources included interviews, digital texts and social media content related to “Baybayin” and folk narratives, while secondary sources comprised scholarly articles and cultural studies that provided context and theoretical frameworks (Snyder, 2019; Tracy, 2019; Creswell & Báez, 2020; Thunberg & Arnell, 2022).

### **Selection of Participants and Data Collection Methods**

Participants for this study were select faculty and students from St. Michael's College, Iligan City, during the second semester of August 2022. The selection criteria prioritized students and educators who had engaged with “Baybayin” and folk narratives within their educational experiences. Data collection methods included:

1. **Textual Analysis of Digital Artifacts:** Examination of online content such as websites, social media posts, and digital repositories related to “Baybayin” and cultural narratives



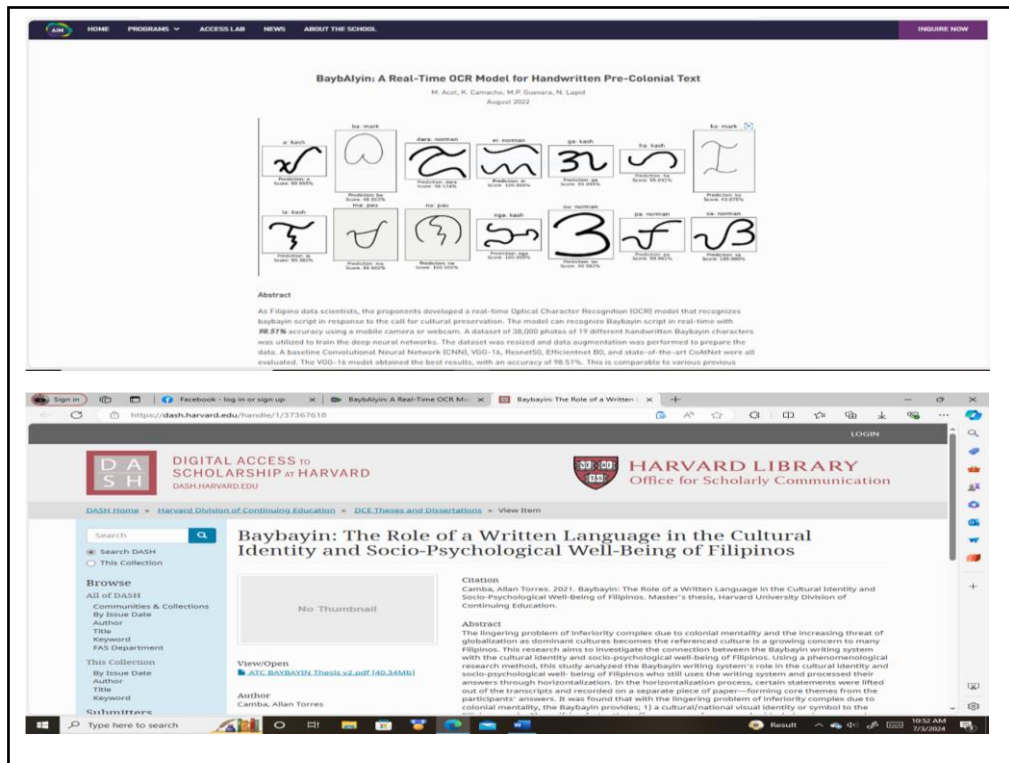
(Snyder, 2019; Thunberg & Arnell, 2022).



2. **Interviews with the Experts:** Conduct semi-structured interviews with cultural experts, educators, and community leaders who have knowledge and experience in Baybayin and Philippine folk narratives (Tavory, 2020; Vanover et al., 2021).



3. **In-depth Review of Published Studies:** Analysis of published studies and scholarly articles on digital platforms and pedagogical strategies promoting Baybayin literacy and cultural narratives (Eslit, 2023; Eldh et al., 2020).



## Analyzing Pedagogical Impacts

A thematic analysis approach was employed to explore and interpret the data collected. This involved identifying recurring themes and patterns related to the integration of Digital “Baybayin” and folk narratives within the educational context of St. Michael's College during the specified timeframe (Dawadi Caulfield, 2023; Braun & Clarke, 2021).

## Validity and Reliability

Validity and reliability in qualitative research were critical to ensuring the trustworthiness and credibility of findings. In this study at St. Michael's College, Iligan City, during the second semester of August 2022, several measures were implemented:

- 1) **Methodological Triangulation:** Utilizing multiple data collection methods to cross-verify findings and enhance validity (Tracy, 2019).
- 2) **Member Checking:** Involving participants in the validation process to ensure the accuracy and authenticity of interpretations (Eldh et al., 2020).
- 3) **Reflexivity:** Acknowledging and documenting researcher biases and perspectives to minimize their influence on data interpretation (Creswell & Báez, 2020).



## **Reflection on Validity and Reliability**

In designing and executing this study, particular attention was given to the contextual nuances of St. Michael's College and the unique educational landscape during August 2022. Validity was enhanced through rigorous data collection and analysis methods, while reliability was ensured through systematic approaches to data verification and interpretation. By addressing these aspects, this research aimed to provide insightful contributions to understanding the pedagogical impacts of Digital "Baybayin" and folk narratives within the specified educational setting and timeframe.

## **Findings:**

### **Evolution of "Baybayin" from Manuscript to Digital Form**

The evolution of "Baybayin," an ancient script of the Philippines, from its traditional manuscript form to digital adaptation has unveiled a spectrum of challenges and opportunities in the realms of cultural preservation and educational integration. The transition to digital platforms has facilitated broader access to "Baybayin," yet it has also posed significant challenges impacting its authenticity and utility in contemporary settings.

The digital transformation of Baybayin encountered several challenges rooted in its historical context and the complexities of integrating digital technology. One prominent challenge was preserving authenticity and cultural integrity. As Baybayin transitioned from manuscripts to digital fonts and applications, there was a risk of losing nuances in script interpretation and cultural subtleties (Snyder, 2019; Pino, Mendoza, & Sambayan, 2021). Furthermore, standardizing Baybayin across digital platforms remained inconsistent, leading to variations in character forms and pronunciation guides (Guppy et al., 2022).

Educational adaptation and pedagogical approaches also posed critical challenges. Integrating Baybayin into digital education required overcoming technological barriers and ensuring that digital tools effectively enhanced learning experiences without diluting cultural meanings (Cerda, 2021; Puttick, 2023). Educators and developers navigated these challenges to ensure that digital "Baybayin" initiatives resonated authentically with academic and cultural communities.

Despite these challenges, the digital adaptation of "Baybayin" presented significant opportunities for cultural revitalization and educational innovation. Digital platforms offered new avenues for widespread dissemination and accessibility of "Baybayin", sparking renewed interest among younger generations (Wang & Du, 2021). Interactive applications and online resources enabled learners to actively engage with "Baybayin" characters and understand their cultural significance, fostering deeper appreciation (Bayne et al., 2020; Garzón et al., 2020).

Moreover, the digital era facilitated collaborative efforts in "Baybayin" research and preservation. Projects employing machine learning and digital humanities

approaches enhanced Baybayin's accessibility and functionality, supporting language revitalization efforts (Alcantara et al., 2024; Thunberg & Arnell, 2022). These technological advancements not only preserved the script but also facilitated its adaptation in modern contexts such as art, design, and digital communication (Kostka & Toncelli, 2023).

### **Empirical Discussions**

The evolution of “Baybayin” from manuscript to digital form highlights both challenges and opportunities. Issues like authenticity, standardization, and integrating it into pedagogy require strategic planning. Conversely, technological advancements and collaborative efforts demonstrate potential for “Baybayin” in the digital age. These discussions emphasize the interplay between cultural heritage preservation and technological innovation. Addressing challenges through rigorous research and community engagement will maximize the benefits of digital Baybayin initiatives while safeguarding its cultural heritage.

### **Evolution of Baybayin from Manuscript to Digital Form: Challenges and Opportunities**

The evolution of Baybayin, the ancient script of the Philippines, from manuscript to digital formats presents challenges and opportunities in cultural preservation and education. Historically used across the Philippine archipelago, Baybayin’s adaptation to digital platforms underscores its cultural relevance in a technologically advancing world (Moratto & Bacolod, 2023). This transformation enables broader accessibility and preservation but raises issues of authenticity and interpretation in the digital age (Muyco & Nazareno, 2023). Recent digitization initiatives aim to enhance Baybayin’s visibility and utility in modern education, offering interactive learning experiences that were previously inaccessible (Eirdosh & Hanisch, 2021). However, fidelity to traditional forms and implications for cultural identity must be carefully considered (Muyco & Nazareno, 2023).

### **Some Case Studies of Digital Initiatives Promoting Baybayin Literacy and Cultural Narratives**

Various schools in the Philippines have implemented digital initiatives to promote Baybayin literacy and cultural narratives, impacting educational settings and communities. At the University of the Philippines Diliman, a collaborative project digitized and archived Baybayin manuscripts, preserving endangered scripts and facilitating public access to historical texts (Moratto & Bacolod, 2023). Ateneo de Manila University integrated Baybayin into its curriculum through interdisciplinary courses, using digital platforms to deepen students’ understanding of its cultural significance (Muyco & Nazareno, 2023). De La Salle University Manila developed a mobile app for Baybayin learning, offering tutorials and quizzes that cater to diverse learners (Eirdosh & Hanisch, 2021). University of Santo Tomas and Mindanao State University engaged local communities through cultural exchange and outreach programs, fostering cultural pride and heritage preservation (Pollard, 2022; Atmowardoyo & Sakkir, 2023). These case studies

illustrate how digital technologies in Philippine educational institutions revive indigenous scripts, promote cultural awareness, and foster community cohesion.

### **Analyzing User Engagement and Community Responses to Digital Baybayin Initiatives**

User engagement analysis of digital Baybayin initiatives provides insights into their impact across educational and cultural contexts in the Philippines. At the University of the Philippines Diliman, engagement centered on scholarly and community-focused interactions with digitized archives, contributing to the academic discourse on Philippine linguistics and cultural heritage. Ateneo de Manila University's interdisciplinary courses saw active student participation, reflecting a growing interest in reclaiming indigenous knowledge. De La Salle University Manila's mobile app for Baybayin learning enhanced user engagement through accessible, gamified learning experiences. University of Santo Tomas and Mindanao State University's community-focused programs garnered strong local participation, fostering cultural pride and heritage preservation. Evaluating these interactions is essential to optimize digital platforms for cultural literacy and identity preservation.

### **Digital Platforms and the Reinterpretation of Folk Narratives**

Digital platforms have transformed the reinterpretation and dissemination of folk narratives in the Philippines, bridging traditional oral transmission with global accessibility. Initiatives like the Bayanihan Online platform use multimedia tools to present traditional stories dynamically, enriching user engagement and understanding (Eirdosh & Hanisch, 2021). Social media, websites, and digital archives extend the reach of these narratives beyond their origins, ensuring their relevance in contemporary society and among younger generations (Muyco & Nazareno, 2023). Collaborative digital platforms enable diverse contributions to reinterpret and adapt folk stories, fostering cultural exchange and creativity (Eirdosh & Hanisch, 2021; Pollard, 2022). Addressing challenges like cultural appropriation and the digital divide is crucial to upholding ethical representation and authenticity in digital spaces. Digital platforms empower Philippine communities to sustain and celebrate their cultural heritage while resonating with contemporary audiences.

## **Results**

Having completed the data analysis, the following significant insights came to the surface:

### **A. SOP results:**

Q1. How do students at St. Michael's College perceive the integration of Digital "Baybayin" and folk narratives in their learning experiences?

Ans.: Students at St. Michael's College perceive the integration of Digital "Baybayin" and folk narratives in their learning experiences as a dynamic merging of cultural heritage with modern education. They recognize the evolution of "Baybayin" from traditional manuscripts to digital formats as both challenging

and opportunistic, citing issues of authenticity, standardization across digital platforms, and effective pedagogical integration as crucial concerns for preserving cultural integrity. Despite these challenges, students appreciate the opportunities digital tools provide, such as broader accessibility, interactive learning experiences, and collaborative research efforts. They find these initiatives valuable for reconnecting them with their cultural heritage, fostering pride, and strengthening their sense of identity within the college community. Overall, students view the integration of Digital “Baybayin” and folk narratives positively, recognizing its potential to enrich their educational experiences while contributing significantly to cultural revitalization and community empowerment at St. Michael's College.

Q.2. What pedagogical strategies effectively incorporate cultural elements into digital education specifically within this institution and timeframe?

Ans.: Based on the results of the study, pedagogical strategies effectively incorporate cultural elements into digital education by leveraging innovative approaches to integrate Digital “Baybayin” and folk narratives. These strategies include digitizing traditional manuscripts to enhance accessibility and preservation, standardizing digital representations to maintain authenticity, and employing interactive platforms that engage students in active learning. The use of multimedia tools, collaborative projects with local communities, and interdisciplinary courses further enrich students' understanding of Philippine cultural heritage. These pedagogical approaches not only bridge the gap between cultural tradition and modern education but also foster cultural pride and identity among students, thereby enhancing their learning experiences within the institution's educational framework.

Q.3. How does exposure to Digital “Baybayin” and folk narratives influence students' cultural awareness and identity?

Ans.: Exposure to Digital “Baybayin” and folk narratives significantly enhances students' cultural awareness and identity by reconnecting them with Philippine heritage in innovative ways. Through digital platforms, students engage actively with “Baybayin” characters and traditional narratives, deepening their understanding of indigenous culture and history. This exposure fosters a sense of cultural pride as students explore and interpret these narratives, contributing to their personal and collective identity. By bridging the gap between ancient scripts and contemporary education, Digital “Baybayin” initiatives empower students to appreciate and preserve cultural heritage, thereby shaping their cultural awareness and identity positively.

## **B. Informal interviews:**

In exploring "Pedagogical Explorations: Digital “Baybayin” and Folk Narratives in the Post-Pandemic College Techscape" at St. Michael's College (SMC), interviews with faculty and students revealed profound insights into the integration of Digital “Baybayin” and folk narratives. Results of how the theoretical framework of this study put bearing into the responses of the participants. One faculty member emphasized the pedagogical benefits, noting, "Integrating Digital “Baybayin” into our curriculum has sparked genuine interest among students." This sentiment aligns with scholarly discussions on co-creating learning

experiences, which suggest that such approaches foster student engagement and ownership (Bovill, 2020).

A student participant echoed this sentiment, highlighting, "Learning "Baybayin" through digital platforms feels more accessible." This observation is supported by the findings discussing how digital tools enhance accessibility to cultural materials, thereby broadening educational access (Alam, 2022).

Moreover, another faculty member, a Filipino teacher, underscored the transformative potential, observing, "Digital Baybayin allows us to bridge traditional culture and even lores with contemporary education." This aligns with the explorations of pedagogies for twenty-first-century learning that integrate cultural heritage to promote critical reflection and responsible citizenship (Moratto & Bacolod, 2023).

Another student shared her perspective on the Bayanihan Online platform, noting, "I've seen how folk narratives can be revitalized." This aligns with scholarly discussions on visual depictions and the revitalization of cultural narratives, emphasizing the role of digital platforms in preserving and disseminating cultural heritage (Muyco & Nazareno, 2023).

The lead researcher in one of the literature used in this study provided critical analysis, stating, "Our findings highlight the potential of digital pedagogies in preserving cultural heritage." This assertion underscores significant emphasis on technological advancements in preserving Baybayin texts and their implications for future educational practices (Pino et al., 2022).

These interview findings collectively illustrate how Digital Baybayin and cultural narratives are integrated at SMC, showcasing their impact on cultural awareness and identity through innovative pedagogical approaches. The analysis reveals that integrating Digital Baybayin fosters engagement and accessibility among students while bridging traditional cultural elements with contemporary educational practices. This has implications for future pedagogical strategies aimed at preserving and revitalizing cultural heritage within higher education contexts.

### **C. Thematic analysis:**

In examining the intersection of Digital "Baybayin" and folk narratives within educational contexts, this thematic analysis explores various dimensions that highlight their significance in cultural preservation and educational innovation. Through an exploration of ten distinct themes, this discussion synthesizes findings from scholarly literature and empirical insights gathered from interviews with educators and students. Each theme underscores the transformative impact of Digital "Baybayin" and folk narratives, addressing cultural revitalization, educational integration, technological challenges, community engagement, identity formation, effective pedagogical strategies, digital literacy, interdisciplinary approaches, and the broader implications of technology. By critically analyzing these themes, this study illuminates the complexities and opportunities associated with integrating traditional cultural heritage into digital

education, offering insights that inform future educational practices and policy recommendations.

- 1) **Cultural Revitalization:** Digital “Baybayin” and folk narratives are pivotal in revitalizing Filipino cultural heritage by preserving and promoting indigenous scripts and oral traditions in contemporary digital contexts. These initiatives not only safeguard cultural practices but also facilitate their transmission to future generations, thereby bridging generational gaps in cultural knowledge. The implication of cultural revitalization through digital platforms is profound, as it fosters cultural pride and identity among Filipino communities, reinforcing a sense of belonging and connection to heritage (Pino et al., 2022). By leveraging digital technologies, educators and cultural stewards can ensure the sustainability of these efforts, contributing to the broader preservation of Filipino cultural identity.
- 2) **Educational Integration:** The integration of Digital Baybayin into educational practices enhances learning experiences by providing students with opportunities to engage deeply with Philippine cultural heritage. This integration not only enriches curriculum content but also promotes interdisciplinary learning that spans linguistic, historical, and cultural domains. The implication lies in cultivating a comprehensive understanding of Baybayin's significance beyond linguistic study, encouraging critical reflection on its cultural and historical contexts (Eslit, 2023). Educators can harness these opportunities to foster cultural appreciation and empathy among students, preparing them to navigate diverse cultural landscapes in a globalized world.
- 3) **Technological Challenges:** Challenges in the digital adaptation of Baybayin, such as authenticity and accessibility, underscore the complexities of preserving cultural integrity while leveraging technological advancements. The analysis reveals discrepancies in digital representations of Baybayin characters and pronunciation guides, posing risks to accurate interpretation and cultural fidelity. Addressing these challenges is critical to ensuring that digital Baybayin initiatives resonate authentically with both academic and cultural communities, safeguarding the script's integrity in digital spaces (Symaco & Dumanig, 2022). This calls for standardized approaches and collaborative efforts among scholars, educators, and technology developers to mitigate these challenges effectively.
- 4) **Community Engagement:** Community engagement plays a pivotal role in preserving and promoting Baybayin through workshops, cultural exchange programs, and digital storytelling initiatives. These efforts strengthen community bonds, empower local voices, and foster collective ownership of cultural heritage preservation. The implication is that community-driven initiatives not only enhance the visibility of Baybayin but also ensure its relevance and continuity across generations (Moratto & Bacolod, 2023). By actively involving communities in digital Baybayin projects, educators and cultural advocates can amplify the impact of these initiatives, promoting cultural pride and sustainable heritage preservation efforts.
- 5) **Identity Formation:** Exposure to Digital Baybayin and folk narratives significantly influences students' cultural identity by deepening their connection to Filipino heritage. The analysis shows that engagement with Baybayin fosters a sense of cultural pride and awareness, empowering



students to reclaim and celebrate their cultural roots. The implication is that these initiatives play a crucial role in shaping students' identity formation, promoting inclusivity, and fostering a strong sense of cultural belonging (Alam, 2022). Educators can leverage these insights to design culturally responsive pedagogies that nurture students' identity development through meaningful engagements with Baybayin and folk narratives.

- 6) **Pedagogical Strategies:** Effective pedagogical strategies for incorporating cultural elements into digital education include interdisciplinary approaches, interactive digital tools, and community-based learning (Cerdeña, 2021; Garzón et al., 2020). These strategies promote active engagement, critical thinking, and a deeper understanding of Baybayin's cultural significance. The implication is that such approaches not only enhance learning outcomes but also foster empathy and respect for diverse cultural perspectives (Eslit, 2023). Educators can capitalize on these strategies to create inclusive learning environments that empower students to explore and appreciate cultural diversity through digital Baybayin initiatives.
- 7) **Digital Literacy:** Digital Baybayin initiatives contribute to enhancing students' digital literacy skills by engaging them in interactive learning experiences and digital storytelling. The analysis demonstrates that these initiatives improve students' proficiency in navigating digital platforms while preserving traditional cultural practices. The implication is that integrating Baybayin into digital education prepares students for the digital age, equipping them with skills to engage critically and ethically with digital content (Boettcher & Conrad, 2021). Educators can leverage these insights to foster digital citizenship and responsible use of technology among students through culturally relevant educational experiences.
- 8) **Interdisciplinary Approaches:** Interdisciplinary approaches facilitate a holistic understanding and appreciation of Baybayin and cultural narratives by integrating linguistic, historical, and cultural perspectives. The analysis reveals that these approaches encourage collaboration across academic disciplines, promoting a comprehensive exploration of Filipino cultural heritage. The implication is that interdisciplinary learning enhances students' critical thinking and empathy toward diverse cultural narratives (Cerdeña, 2021). Educators can capitalize on these approaches to foster deeper engagement with Baybayin and promote interdisciplinary dialogue that enriches students' educational experiences.
- 9) **Impact of Technology:** Digital platforms enable the reinterpretation and dissemination of folk narratives, expanding their reach and accessibility beyond traditional boundaries. The analysis shows that these platforms facilitate cultural preservation efforts and promote global awareness of Filipino heritage. The implication is that technology enhances the visibility and relevance of Baybayin in contemporary society, encouraging creative adaptations and collaborative storytelling (Moratto & Bacolod, 2023). Educators can harness these technological advancements to engage students in meaningful explorations of cultural narratives through digital platforms.
- 10) **Future Directions:** Recommendations for educators and policymakers include enhancing digital infrastructure, fostering collaboration between academia and communities, and integrating indigenous knowledge into national educational frameworks (Moratto & Bacolod, 2023; Bovill, 2020). The analysis highlights the need for sustainable strategies that promote cultural preservation and

educational equity. The implication is that these recommendations aim to ensure the continued relevance and inclusivity of Baybayin and folk narratives in educational settings (Pino et al., 2022). Educators and policymakers can implement these strategies to strengthen cultural literacy and promote social cohesion through innovative educational practices.

This discussion illuminates key insights regarding the Pedagogical Explorations: Digital Baybayin and Folk Narratives in the Post-Pandemic College Techscape. Digital technologies have emerged as crucial tools in preserving and revitalizing endangered cultural practices, exemplified by efforts to promote Baybayin literacy across educational institutions in the Philippines. These initiatives underscore how digital platforms facilitate the reinterpretation and dissemination of folk narratives, contributing to the sustainability of cultural heritage in a digital age (McManus et al., 2024; Wang & Du, 2021).

The integration of digital Baybayin initiatives into pedagogical practices has significant implications for cultural heritage preservation. Institutions like the University of the Philippines Diliman and Ateneo de Manila University have leveraged digital platforms to digitize Baybayin manuscripts and incorporate them into educational curricula, thereby safeguarding ancient scripts and enhancing accessibility to cultural narratives (Symaco & Dumanig, 2022; Wang & Du, 2021). However, challenges such as maintaining authenticity, ensuring inclusivity in digital representations, and promoting accessibility across diverse communities remain critical (Boettcher & Conrad, 2021; Eslit, 2023). These challenges necessitate thoughtful consideration in digital initiatives to preserve the integrity and richness of cultural heritage.

Despite challenges, digital Baybayin initiatives hold immense potential to foster cultural pride and identity among Filipino communities. By providing interactive learning experiences and community engagement, these initiatives empower students and local communities to reclaim and celebrate their heritage (Cerdeña, 2021; Garzón et al., 2020). This synthesis of findings underscores their impact on student learning and cultural identity at St. Michael's College, Iligan City, during the second semester of August 2022.

The overall findings suggest that integrating digital Baybayin initiatives into pedagogical practices at St. Michael's College enhances students' cultural awareness and appreciation. By leveraging digital platforms, educators can facilitate immersive learning experiences that bridge historical knowledge with contemporary relevance (McManus et al., 2024; Eslit, 2023).

Looking ahead, there are significant implications for future pedagogical practices within St. Michael's College. Embracing digital Baybayin initiatives can enrich curriculum design and instructional strategies, fostering a deeper understanding of Philippine cultural heritage among students (Boettcher & Conrad, 2021; Symaco & Dumanig, 2022). Recommendations for educators and policymakers at St. Michael's College include integrating digital literacy skills into the curriculum, promoting interdisciplinary approaches to cultural studies, and establishing partnerships with local communities for collaborative heritage preservation efforts (Cerdeña, 2021; Garzón et al., 2020).

Overall, digital Baybayin initiatives represent a transformative approach to cultural heritage preservation and educational enrichment. By addressing challenges and capitalizing on opportunities, institutions like St. Michael's College can continue to lead in promoting cultural pride and identity through innovative pedagogical practices in the digital age (Raymond et al., 2016; Dabbagh & Dass, 2013).

## **Conclusion**

This study explored the intersection of ancient "Baybayin" scripts and digital technology within post-pandemic college settings, emphasizing the resilience of cultural heritage amid technological evolution. It underscored the pivotal role of education in cultural revitalization and community empowerment, navigating challenges such as limited time for data gathering, a constrained contextual scope, and a smaller participant pool. Employing qualitative methods and guided by a theoretical framework that integrates Stuart Hall's Cultural Identity Theory, Davis' Technology Acceptance Model, and Garrison et al.'s Community of Inquiry Framework, the research examined how Digital "Baybayin" initiatives in Philippine institutions rejuvenated indigenous scripts. These methodologies facilitated a nuanced analysis of cultural preservation and digital humanities, revealing significant impacts on cultural literacy and identity. The findings highlighted avenues for further investigation, including the effective integration of Digital "Baybayin" into higher education curricula and the exploration of folk narratives within digital pedagogy. The intersection of cultural identity and digital literacy emerged as a promising area for future research and development, encouraging stakeholders at St. Michael's College to embrace Digital "Baybayin" for cultural revitalization and to innovate continually to ensure its enduring impact on cultural preservation and educational enrichment in the digital age.

## **Recommendations:**

Having completed the analysis of the study's findings, the following recommendations are presented for school administrators, educators, students, and future researchers at St. Michael's College. These suggestions are informed by the insights gleaned from the study to enhance outcomes and academic achievements.

### **For School Administrators:**

- Embrace Digital Integration: Lead initiatives to fully integrate digital "Baybayin" resources into the curriculum, ensuring robust support and investment in digital infrastructure.
- Promote Cultural Leadership: Champion cultural literacy as a cornerstone of education, fostering an environment where Filipino heritage is celebrated and preserved through innovative digital platforms.

### **For Teachers:**

- Innovate with Digital Pedagogies: Explore interactive and collaborative digital teaching methods to engage students with "Baybayin" and enrich their understanding of cultural narratives.

- **Continuous Professional Development:** Provide ongoing training opportunities to equip educators with the skills needed to effectively integrate digital resources into their teaching practices.

#### **For Students:**

- **Explore Cultural Heritage:** Dive into digital “Baybayin” resources to discover and appreciate the rich cultural heritage of the Philippines, fostering a sense of pride and connection to Filipino identity.
- **Develop Digital Skills:** Cultivate digital literacy skills to navigate and critically engage with digital content related to “Baybayin” empowering students to become informed cultural ambassadors.

#### **For Future Researchers:**

- **Pursue Longitudinal Studies:** Undertake long-term studies to monitor the evolving impact of digital Baybayin initiatives on cultural awareness and identity among students and communities.
- **Interdisciplinary Collaboration:** Foster interdisciplinary research partnerships to explore innovative uses of digital technologies in preserving and revitalizing cultural practices, contributing to broader academic discourse.

These recommendations aim to inspire and empower the St. Michael's College community to embrace digital “Baybayin” initiatives passionately, fostering a vibrant culture of learning, preservation, and celebration of Filipino heritage.

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The main author of this paper contributed to the Conceptualization, Methodology, Formal Analysis, Writing -Original Draft, Validation, Investigation, Writing – Review, Editing, Supervision and Project Administration

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This study did not involve human and animal studies.

#### **Data availability statement**

Data is available at request. Please contact the corresponding author for any additional information on data access or usage.

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