

ONLINE FIRST: **Teacher's Notes**

REVISING A PEER REVIEWED PAPER: INSIGHTS OF AN EARLY-STAGE CAREER FILIPINO RESEARCHER

VI BRIZA E. GUARIN, MAEd

Senior High School Focal Person, Asian Pacific Christian School, Inc.

Capas, Tarlac, Philippines

vibrizaguarin.apcsi@gmail.com



0000-0002-8080-0045

Abstract

Academic writing is one of the most essential skills that educators should have since writing has been part of teaching profession. The process of revising a paper was a completely different experience. The researcher got to see a different perspective in writing that one might not have experienced or even encountered before. Connectivism is a learning theory that is evident for learners in the digital age. Since information is readily available from various online sources, this theory suggests that learners must connect and combine thoughts, theories, and general information using technology in a useful manner. As an integral part of an educator, one must be able to teach learners on how to obtain credible, reliable, and valid source of information. Though academic writing has been part of teachers' performance appraisal and evaluation, educators should also see writing as an avenue to strengthen their skills and widen their perspective, not only for professional growth but also for personal growth. Educators as a researcher then can contribute to strengthening a community with an authentic and valid source of information, which can facilitate and arouse the critical thinking skills of the learners amidst the world of disinformation

Keywords: Academic writing, Connectivism, Early-stage researcher, Teacher-writers

INTRODUCTION

Writing an article hasn't been a thing for me. Academic writing is one of the most essential skills that educators should have since writing has been part of teaching. I did not imagine myself writing a formal paper that required in-depth analysis and experience. However, as I started revising my paper, the presence and support I received from my peer reviewer encouraged me not to stop improving. Somehow, it also motivates me to try and learn new things that will make me a better writer, as this publication believes that every educator is a writer.

The process of revising my paper was a completely different world. I got to see a perspective in writing that I haven't experienced or even encountered before. The lessons I learned from all the revisions received and the recommendations to be reflected helped me build the confidence to take another challenge, writing my "Teacher's Notes".

Being exposed to a field of work that requires continuous reading and learning made me think and feel that I was gaining enough. Enough to impart and share with our learners and even to my colleagues. However, as I continue with this writing journey, I came to this question: "Is this "enough thing" enough for me and my student as an educator and a professional"?

LITERATURE

It is widely believed that we have a responsibility to set an example for our current and future students by engaging in writing ourselves (Cummins et al., 2019). As 21st-century learners are digital natives (Prensky, 2001) who are exposed to various sources of information, they can combine previous information with current information to create new meanings and understandings (Siemens, 2004), a perspective in education that is true to Connectivism.

Connectivism is a learning theory that is designed for the digital age (Rice, R. 2018). Since our learners are exposed to different kinds of information that are readily available with just one click, teachers play a vital role in promoting critical thinking among our learners as the spread of disinformation becomes more rampant in social media (Baron, 2021). With that, we can contribute to creating an environment that will provide real and authentic information through writing. If an educator has meaningful insights, it is very rewarding to share them with our learners (Henson, 2003). This will be accomplished through the professional article where our students can relate this new information to their prior understanding. There has been a debate whether Connectivism is a learning theory or an instructional theory however, it's clear that advancement in technology has changed how learners learn in the classroom as well as outside of the classroom (Rank, P. 2019).

According to a 2015 study, 87% of college students reported that they used a laptop every week for schoolwork, while 64% reported using their smartphone for schoolwork, connectivism allows a teacher and a learner to validate what they're doing, so knowledge can be spread more quickly through multiple societies (Western Governors University, 2021). However, it could be quite challenging for an early-stage researcher to come up with a good paper. Even an experienced writer sometimes experienced barrier such as lack of motivation and writer's block (Goalbook,2022). Teachers with strong characters often received positive feedback which encouraged them to develop as writers, while teachers challenged with the process of writing often received negative feedback which deterred them from writing (Daniels, S., & Beck, P., 2019). It is believed that effective teacher-writers demonstrate active participation in the writing process and are considered effective if they can model and share their writing (Thornton, A., 2010). Though academic writing has been part of teachers' performance appraisal and evaluation in the Philippines, it is suggested that educators must engage in writing to strengthen their skills and widen their perspective, not only for professional growth but also for personal growth and fulfillment.

INSIGHTS

Academic writing is one of the most important skills that educators should master since writing is one of the most important aspects of teaching. Though teachers have been exposed to various forms of writing, the skills required to write academic papers are quite difficult to master. Also, while most educators have many things on their plate, finding time to practice and develop their writing skills is another thing to consider. Continuing professional development is also a commitment that teachers must engage with. Training, workshops, and seminars are a few of the avenues where educators could easily engage to acquire the latest insights and developments necessary to be updated in an education system. Moreover, learning and mastering the subject matter needed to teach is expected from teachers. Getting ahead of the students is a must. However, is having this knowledge and skills that teachers obtain from reading and mastering the topics that are needed to cover for a discussion enough to make the teaching profession rewarding and fulfilling? Participating and practicing writing an academic paper could be overwhelming and challenging, but the reward after an accomplished output brings a different level of fulfillment. Building a community of literacy, especially in this time of misleading information dominating, through writing is an important role an educator and as a researcher must do.

About the Author



Vi Briza E. Guarin is the author of "Does an online instruction deprive the learning of science process skills? An Experimental Case among Senior High School Learners". She is a nurse by profession and an educator at the same time. She is currently a Senior High School Focal Person-Coordinator at Asian Pacific Christian School, Inc. Capas, Tarlac. She has been teaching at a private institution for nine years and with a master's degree in Science Education obtained from Pangasinan State University, Philippines.

REFERENCES

- Baron, G. (2021). Teachers play vital role in promoting critical thinking among students -- educator. Manila Bulletin. <https://mb.com.ph/2021/11/18/teachers-play-vital-role-in-promoting-critical-thinking-among-students-educator/>
- Cummins, A., Peña, A., & Montoya, M. (n.d.). 2 | FALL/WINTER 2019 | A Journal of the Texas Council of Teachers of English Language Arts. 49. Retrieved October 30, 2022, from <https://files.eric.ed.gov/fulltext/EJ1261907.pdf>
- Daniels, S., & Beck, P. (2019). Perceptions of Teacher-Writers: Initial Influences to Write Perceptions of Teacher-Writers: Initial Influences to Write Recommended Citation Recommended Citation. Retrieved from <https://commons.und.edu/cgi/viewcontent.cgi?article=1015&context=tlpp-fac>
- Goalbook. (n.d.). Goalbook Toolkit. Goalbookapp.com. Retrieved from <https://goalbookapp.com/toolkit/v/strategy/teacher-as-writer>
- Henson, K. T. (2003). Writing for professional publication: Some myths and some truths. *Phi Delta Kappan*, 84(10), 788–791.
- Pecaski McLennan, D.M. Educators as Authors: Teaching Beyond the Classroom. *Early Childhood Educ J* 41, 1–4 (2013). <https://doi.org/10.1007/s10643-012-0558-1>
- Prensky, M.: Digital natives, digital immigrants. *Horizon* 9(5), 1–6 (2001). <https://doi.org/10.1108/10748120110424816>
- Rank, P. (2019). Using Connectivism Theory in the Classroom. https://www.nactateachers.org/images/TeachingTips/004_Using_Connectivism_Theory_in_the_Classroom.pdf
- Rice, R. (2018). Implementing Connectivist Teaching Strategies in Traditional K-12 Classrooms. In: Nah, FH., Xiao, B. (eds) *HCI in Business, Government, and Organizations. HCIBGO 2018. Lecture Notes in Computer Science()*, vol 10923. Springer, Cham. https://doi.org/10.1007/978-3-319-91716-0_51
- Thornton, A. (2010). Teachers' Self-Perception of Their Writing and Their Teaching of Writing. In ERIC. ProQuest LLC. <https://eric.ed.gov/?id=ED513554>
- Western Governors University. (2021, May 27). Connectivism Learning Theory. Western Governors University. <https://www.wgu.edu/blog/connectivism-learning-theory2105.html>
- Zack U. (2016). Connectivism: A Learning Theory for Today's Academic Advising. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Connectivism-A-Learning-Theory-for-Todays-Academic-Advising.aspx#:~:text=Connectivism%20is%20a%20model%20of>

What is a Teacher's Notes?

A Teacher's Notes is a peer-reviewed publication that provides a description, narration, exposition, or argumentation of any knowledge, beliefs, practices, values, and even readings of a teacher, supervisor, school head, supervisor, school manager, private educator, and any individual involved in the teaching-learning process. Teacher's Notes as form of publication of the Journal of Innovative Teaching and Contextualized Education aims to provide an avenue for educators to fully express an idea in a way that 'mentally stored insights' are opened for public reading. This JITCE type of publication believes that every educator is a writer.