■ HIGHER EDUCATION RESEARCH AND POLICY REFORM PROGRAM

Deterritorializing Pedagogy and Learning

Marren Araña Adan

Deterritorializing Pedagogy and Learning

Marren Araña Adan

cids.up.edu.ph

Cover image credit
Cover image generated by AI

Table of Contents

Download related policy papers for *free*

Policy Brief
2025-11

■ HIGHER EDUCATION RESEARCH AND POLICY REFORM PROGRAM

THE STATE OF ENVIRONMENTAL PLANNING EDUCATION IN THE PHILIPPINES AFTER RA NO. 10587

Marion Micah R. Tinio
Philippine Institute of Environmental Planners – NCR Chapter
mmrtinio@gmail.com

ABSTRACT

The regulation of the environmental planning profession in the Philippines was amended in 2013 through Republic Act (RA) No. 10587 (Environmental Planning Act of 2013). RA No. 10587 repealed Presidential Decree (PD) No. 1308 in terms of the requirements for registration and licensure for environmental planners. Unlicensed planners in government positions needed to pursue higher education in environmental planning to qualify for the Environmental Planning Licensure Examination (EPLE).

This policy brief aims to describe the state of environmental planning education in the Philippines after the passage of RA No. 10587. Through literature review and interviews, this study outlines the successes, challenges, and opportunities for environmental planning education in the Philippines.

INTRODUCTION

Republic Act (RA) No. 10587, which was passed in 2013, added the requirement of possessing a diploma or degree in environmental planning to qualify for the Environmental Planning Licensure Examination (EPLE). Previously, Presidential Decree (PD) No. 1308 allowed holders of degrees in allied professions and experienced planning professionals to take the professional licensure examination in environmental planning. There are around 6,300 registered and licensed environmental planners in the Philippines as of 2021 (Sandalo, Rola, and Atienza 2022).

Before the passage of RA No. 10587, Environmental Planning programs were mostly contained in the University of the Philippines (UP) System (Alli 2018; Sandalo, Rola, and Atienza 2022). The UP established an Institute of Planning in 1965; this Institute is now the School of Urban and Regional Planning in UP Diliman. In

---

Policy Brief
2025-10

■ HIGHER EDUCATION RESEARCH AND POLICY REFORM PROGRAM

STRENGTHENING HIGHER EDUCATION

By Examining the Partnership Between UP CIDS-HERPRP and EDCOM 2 for the UP PEJA Fellowship

Jake Sumagang and Marie Lara Pauline Bobier

INTRODUCTION

This policy brief examines the ongoing partnership between the University of the Philippines Center for Integrative and Development Studies Higher Education Research and Policy Reform Program (UP CIDS HERPRP) and the Second Congressional Commission on Education (EDCOM 2). This partnership aims to tackle pressing challenges in the Philippine higher education sector. Through a combination of collaborative research, policy development, and capacity-building initiatives, this partnership leverages the academic expertise of HERPRP and its connections, and the legislative authority of EDCOM II to support data-driven reforms. Emphasis is placed on enhancing the accessibility, quality, and equity of higher education. Key policy recommendations for this partnership will highlight strategies for addressing the current issues through collaboration between both parties.

The UP CIDS HERPRP is a leading institution in educational policy research, aiming ". . . to chart a research agenda, systematically build an evidence base for policy analysis, and create a network of experts and researchers doing work in this sector. HERPRP also serves as a convening body seeking to

build partnerships and working collaborative networks among stakeholders" (UP CIDS, n.d.). Meanwhile, EDCOM 2 is tasked "with the mandate of conducting a "comprehensive national assessment and evaluation of the performance of the Philippine education sector to recommend transformative, concrete and targeted reforms in the sector with the end in view of making the Philippines globally competitive in both education and labor markets" in the next three years, from 2023 to 2025" (EDCOM 2, n.d.).

The University of the Philippines Foundation, Inc. (UPFI) supports the University of the Philippines (UP) system. According to the Philippine Council for NGO Certification (2025), it is established as a nonstock, nonprofit organization. UPFI's primary mission is to manage and allocate financial resources for various academic and research initiatives. This foundation is pivotal in fostering the growth and development of the university's educational and research capabilities.

One of the key contributions of UPFI is its sponsorship of UP President Edgardo J. Angara Fellowship (UP PEJA). This prestigious fellowship program is designed to support the research endeavors of distinguished fellows.

The State of Environmental Planning Education in the Philippines after RA No. 10587

Strengthening Higher Education by Examining the Partnership Between UP CIDS-HERPRP and EDCOM 2 for the UP PEJA Fellowship

cids.up.edu.ph/collection-database

Get your policy papers published.

Download open-access articles.

The Philippine Journal of Public Policy: Interdisciplinary Development Perspectives (PJPP), the annual peer-reviewed journal of the UP Center for Integrative and Development Studies (UP CIDS), welcomes submissions in the form of full-length policy-oriented manuscripts, book reviews, essays, and commentaries. The PJPP provides a multidisciplinary forum for examining contemporary social, cultural, economic, and political issues in the Philippines and elsewh ere. Submissions are welcome year-around.

For more information, visit cids.up.edu.ph.
All issues/articles of the PJPP can be downloaded for free.

Get news and the

latest publications.

Join our mailing list to get our publications delivered straight to your inbox! Also, you'll receive news of upcoming webinars and other updates.

bit.ly/signup_cids

We need

your feedback.

Have our publications been useful? Tell us what you think.

bit.ly/dearcids

DETERRITORIALIZING PEDAGOGY AND LEARNING

Marren Araña Adan

ABSTRACT

Understanding the intricacies of teacher and student relationships within the web of online classrooms—the flow of power and information, and the dynamics of relations leads us to reimagining and reconfiguring new classroom workflows. The research discusses concepts such as deterritorialization, the rhizome, and critical geography as intersectional points where teachers, students, and other educational stakeholders meet to rethink and reassess fully online learning as an object of analysis. It explores online learning, the internet, and other digital platforms as dynamic, fluid, and volatile spaces. Engaging with these critical discussions offers a new understanding into how our social spaces are increasingly entangled in continuous processes of reconfiguration, and how various social, technological, economic, and political forces shape teaching practices and influence learning experiences.

Every problem or challenge that arises in the practice of teaching can be likened to a door that leads to opportunities for reimagining and reconstructing pedagogy, classroom dynamics, and teacher-student relations, among other "new worlds" that this door may lead us into. One of the keys that open doors to a more democratic and liberating pedagogy is to foster critical perspectives or thinking which allows for reconfiguring of relationships that take place within the classroom contexts. In today's era marked by late neoliberalism and postmodern educational reforms, it is essential to critically examine both the dominant forces shaping the K-to-12 system and the various forms of resistance that challenge its construction and implementation.[1]

When Philippine schools migrated to fully online or remote learning despite a myriad of calls for an academic break, both the teachers and the students have been put at the front line of changes and intricacies that these online modes of teaching and learning create. While Filipinos have been separated into

---

1   Nancy Ares, "About These Times," 4.

their granular spaces, courtesy of the government's record-breaking lengths of lockdowns and the threats of COVID-19 still lingering, the teachers, students, and parents were also confronted by the new normal demands of fully online learning. When the Department of Education (DepEd) opened classes in the middle of a pandemic, former Education Secretary Leonor Briones commented that the commencement of the academic year was a success worthy of celebration.[2] Apparently, this only drew the flak of Filipinos who continually battled psychological and socioeconomic problems compounded by the government's measures to the pandemic. This celebratory remark has a propensity to shut doors for opportunities to revisit teaching and learning and be open to new and multiple possibilities to approach learning that reckons with educational contexts during the time of a pandemic.

The Commission on Higher Education's (CHED) Memorandum Order No. 4, Series of 2020 provides general guidelines for implementing flexible learning and teaching options, approaches, strategies, systems, pedagogies, and modalities in higher education programs of Philippine higher education institutions (HEIs).[3] In the same document, flexible learning was defined as "a pedagogical approach allowing flexibility of time, place, and audience including but not solely focused on the use of technology." While aiming to ensure educational continuity during disruptions, the memorandum contributes to the deterritorialization of education by shifting traditional pedagogies into virtual and technology-mediated spaces.

Neoliberal policies tend to shift the burden of responsibility from national institutions to local bodies, creating top-down pressure in governance and accountability.[4] The mandatory digital shift simultaneously deconstructs and reconstructs social and spatial relations that directly affect teachers' pedagogical and students' learning practices and engagements. Within the

---

2   Bonz Magsambol,"Briones: PH opens classes in 'celebration of victories' against COVID-19," Rappler (September 13, 2021) https://www.rappler.com/nation/department-education-leonor-briones-message-school-opening-september-13-2021.

3   CHED adopted and promulgated guidelines on Flexible Learning (FL), implemented by Higher Education Institutions (HEIs).

4   Francisco Entrena-Durán, "Understanding social structure in the context of global uncertainties," *Critical Sociology*, 35:4 (2009), 521-540.

indeterminable confines or limits of virtual spaces, we can see how both the teachers' and students' pursuit of knowledge takes new configurations of relationships. It is thus important to explore an alternative learning cycle—one that actively involves students in creating content themselves, harnessing current technological tools and guided by interdisciplinary approaches.[5]

In a series of screenshots that circulated on social media, David Bowles, a Mexican American author, and teacher from South Texas opened a door to discourse with a cruel thesis that "most classroom practice is astrology."[6] He considered the contemporary educational system as either aristocratic or meritocratic or both. He argued that most teachers still perpetuate what Freire calls a banking model of education.[7] He then expressed that the worst part of it all is that education is still all about capitalism. It all boils down to earning skills or knowledge that can make a person earn a living. Another study examining educational policies and practices in diverse global contexts revealed a shared thread: a prevailing alignment of education systems with capitalist objectives.[8] In the context of implementing fully online classes, we can see how the same problems in Philippine education are revealed, if not reiterated and even exacerbated. Moreover, fully online classes worsen the socioeconomic divide among Filipino students.[9]

Computers, the internet, and social media platforms introduced a new layer to experience shaped by services and technologies rooted in concepts of location

---

5   Dante Barone, Cláudio De Musacchio, and Milton Antônio Zaro, "Delocalization and Spatialization of the Classroom: Deterritorialization in Education," *American Journal of Educational Research*, 11:1 (2016), 1421, 10.12691/education-3-11-11.

6   David Bowles (@DavidOBowles), "I'll let you in on a secret," Twitter, October 6, 2020, https://twitter.com/davidobowles/status/1313246219905437701.

7   In what Freire calls the "banking model"of education, as expressed in his work Pedagogy of the Oppressed, he sees teachers as "depositing" information into passive students. This hinders critical thinking and reinforces oppressive systems.

8   Bronwyn Davies and Peter Bansel, "Neoliberalism and education," *International Journal of Qualitative Studies in Education*, 20:3 (2007), 247-259, https://doi.org/10.1080/09518390701281751/.

9   Erwin Rotas and Michael Cahapay, "Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis," *Asian Journal of Distance Education*, Vol. 15 No. 2 (2020), 148, https://www.asianjde.com/ojs/index.php/AsianJDE/article/view/504.

and spatialization.[10] In terms of conducting teaching and learning practices within the said online platforms, online and internet modes of teacher and student interactions and engagements are continuously altered as if the internet reveals what may be considered as outmoded human and institutional approaches to learn, to gain knowledge, and at the same time interrogates the current practices all at once. When the social, cultural, and material aspects of space are seen as interconnected and mutually shaping, we can identify socio-spatial distinctions that determine how individuals are positioned within specific spaces. Looking into such spaces reveals discrete social orderings of who people are—their potentials, capabilities, and limitations, in short, the "how they can be."[11] From face-to-face classes to fully online classrooms, what new normal dynamics can be observed between the teachers and the students? What dynamics can be (re)configured as a collective attempt to rethink and reassess new pedagogical and learning possibilities?

DETERRITORIALIZATION IN EDUCATION, RHIZOME, AND CRITICAL GEOGRAPHY

The transformation of diverse social spaces in response to shifts in population and policy can be understood as ongoing processes of de-territorialization and re-territorialization.[12] Deleuze and Guattari broadly conceptualize deterritorialization as the process of "decoding" or a breakdown of the codes of control that govern the flows of human activity, which liberate them. On the other hand, reterritorialization refers to the act of "re-coding" or imposing new structures into what has been decoded, reinstating control and reestablishing dominance over those liberated flows (Gordillo, 2011). We can consider various social media and online platforms such as Zoom and Google Meet used for both synchronous and asynchronous sessions as new spaces and territories where educational stakeholders still expect learning to take

---

10   Barone, De Musacchio, and Zaro, "Delocalization and Spatialization of the Classroom: Deterritorialization in Education," 1418.

11   Gloria Anzaldúa, "Putting Coyolxauhqui Together: A Creative Process," *How We Work*, 90:1 (1999), 242.

12   Deleuze and Guattari, 1987 and Lefebvre, 1991 as cited in "About These Times" by Nancy Ares, Deterritorializing/Reterritorializing: Critical Geography of Educational Reform (2017), 7.

place the same way it possibly happens in physical classrooms. According to Guattari and Rolnik, the concept of territory is often equated with ownership, embodying a fixed subjectivity and a collection of representations that perpetuate long-standing, stereotypical, and dogmatic behaviors. What is suggested is a critical examination of this location and existing pragmatic spatialization that exist between teacher and student, as well as between teaching and learning.[13] Deleuze and Guattari's rhizome model, when contrasted with a tree, serves as a fitting analogy. Deleuze and Guattari propose for a construction of thought similar to rhizomes. A rhizome model points out that concepts should not be treated as hierarchical and no center is assigned.[14] Therefore, construction of ideas or thoughts in any space or territory is allowed to originate from different points (Deleuze and Guattari 1983). The model sees all participants interwoven in a web of relationships wherein no singular point of convergence can be determined for the search of information or for the arrival to results of educational research. Teachers now experience themselves more as participants and learners than as teachers while students engage in activities that position them as teachers rather than just learners.[15] Gordillo emphasizes these shifts, pointing out that Deleuze and Guattari's concept of deterritorialization as the unraveling of established flows.[16] According to them, true liberation comes from breaking down the control codes that govern human actions.

In a study on the delocalization and spatialization of the classroom, Barone, De Mussacchio, and Zaro (2016) sought to investigate the possibility of implementing interdisciplinary approaches across various contexts with the aid of available technological resources. They identified several indicators of deterritorialization in education. For example, students were observed on how they would perform during group activities using synchronous

---

13 Félix Guattari and Suely Rolnik as cited in Barone, De Musacchio, and Zaro, "Delocalization and Spatialization of the Classroom: Deterritorialization in Education," 1418.

14 Gilles Deleuze and Félix Guattari, *Anti-Oedipus: Capitalism and Schizophrenia*, trans. Robert Hurley, Mark Seems, and Helen R. Lane (Minneapolis, Minnesota: University of Minnesota Press, 1983), 90.

15 Gastón Gordillo, "Longing for Elsewhere: Guaraní Reterritorializations," *Comparative Studies in Society and History*, 53(4):855-881 (2011), 10.1017/S0010417511000430.

16 Deleuze and Guattari, *Anti-Oedipus*, 19.

communication systems which include Facebook chats. The study's findings reveal a notable improvement in student learning after they participated in online synchronous communication and learning methods.

This enhancement cannot be solely credited to the innovative nature of technology; rather, it stemmed from a significant change in teaching dynamics where students gained greater agency, practiced collaborative independence, and engaged in peer-to-peer knowledge sharing instead of following a top-down approach. The research also highlighted how informal digital platforms contribute to genuine learning experiences. By utilizing well-known social media tools, students felt more inspired to engage and began to merge academic discussions with everyday interactions. This blending fostered an environment ripe for interdisciplinary education, allowing students to effortlessly combine insights from various disciplines while honing their digital literacy and critical thinking skills within relevant contexts. This invites a rethinking of the design of learning environments which is, more than physical spaces, an amalgamation of interconnected settings or contexts of technological, sociocultural, and knowledge exchanges. It underscores the necessity for educational stakeholders to recognize the educational potential brought about by deterritorialized education. In other words, the combination of spatial and temporal limits have to be reshaped to align with the realities of current demands on learning styles and motivation.

Rhizomatic connections offer a lens through which to explore various spatial reorganizations, shaped by numerous, horizontal, and far-reaching political actions (Gordillo 2011). Learning then can also likened to a map of ideas wherein the construction of knowledge can occur in different modes of relations and interactions between the teachers and the students and their interactions with technology-mediated platforms. As these complexities are delineated, the focus is placed on the spatial and relational facets of knowledge development. The representation is not static; it is continuously reshaped as learners discover new information, reassess existing beliefs, and merge different perspectives. In this context, teachers do not function as rigid authorities, but as facilitators or co-cartographers of the map, helping students to traverse uncertain, cross-disciplinary, and emerging terrains. At the same time, students engage with the subject matter as well as with each other—sharing insights, challenging viewpoints, and jointly constructing meanings.

Technology is another layer to this map as platforms like learning management systems, writing and research tools, social media and forums extend the classroom into virtual geographies. It creates hybridized spaces that transcend traditional space and time boundaries. Such digital arenas allow for fluid, asynchronous, and unpredictable engagements.

Another critical lens that can be used to examine new normal spaces of teaching and learning is critical geography. Critical geography aims to address the often overlooked task of examining how spaces evolve, transform over time, and influence the tangible realities of lived experiences. It is a critical investigation of processes that considers power relations, identity, socioeconomic factors, and intersectional aspects such as race, gender, dis/ability, and sexuality.[17] The geography of the world is deeply connected to core political issues such as inequality, its recognition or denial, class dynamics, and democracy (Massey 2007). People continually navigate these struggles, either conforming to or resisting the power structures that shape their lives. In critical geographical terms, the spaces within schools encompass not just physical and material aspects, but also social and cultural dimensions that must be considered when assessing access to quality public education. The said dimensions, treated as spatialities are never neutral. They are imbued with histories of inequality, power relations, and symbolic meanings that deeply influence who gets to learn, how learning unfolds, and the conditions where learning is valued. If we take the argument on schools as spatial entities further, schools function within broader geographies of opportunity and exclusion. For instance, access to quality public education cannot be fully understood by evaluating only physical proximity or availability of facilities. One must also consider the social relations embedded in space—including class, race, gender, language, and cultural capital—which mediate students' and communities' access to resources, recognition, and meaningful participation. For example, two schools in close geographic distance may offer vastly different learning experiences due to variations in community support, institutional culture, teacher expectations, and student identities.

---

17   Robert Helfenbein, "Critical Geographies of Education," *Educational Studies*, 45:3 (2021), 236-239.

Concepts such as deterritorialization, the rhizome, and critical geography can be considered, therefore, as keys that can open doors, as our intersectional points where teachers, students, parents, and other educational stakeholders meet to rethink and reassess fully online learning as an object of analysis. Aside from the apparent uneven access to digital infrastructure, these frameworks reveal how educational policies often neglect the truths about students getting displaced from physical environments to virtual ones and confronting the non-linear and fragmented learning experiences common in online classrooms. Critical geography, for instance, underscores how learners in remote and marginalized areas remain disadvantaged due to poor connectivity and lack of technological resources. Deterritorialization points to the loss of stable and place-based learning environments and as a result, learners get disconnected from localized support systems. Learning, when understood in the rhizomatic point of view, complicates standardized approaches to pedagogy, as learners navigate decentralized and non-hierarchical platforms that challenge structures of brick-and-mortar classrooms. We now recognize that online learning, the internet, and other online platforms—as dynamic, fluid, and volatile spaces, engaging in these critical discourses—offer a new understanding of the ways in which our social spaces are increasingly intertwined in the ongoing process of being redefined, and how material realities are shaped by social, technological, economic, and political forces.[18]

A/SYNCHRONOUS MODES OF TEACHER-STUDENT RELATIONS

The researcher conducted in-depth interviews with three university teachers. Teacher A handles Philosophy of the Human Condition, with nine years of teaching experience, two of which have been conducted fully online. Teacher B handles Science, General Education (e.g., NSTP, etc.), and Education Subjects (e.g., Facilitating Learning, etc.) and has been teaching for ten years, four of which are through fully online platforms. Lastly, Teacher C handles Building Technology, Theory of Architecture, and Architecture Communications. He

---

18   Anna Lowenhaupt Tsing, *Friction: An Ethnography of Global Connection* (Princeton, NJ: Princeton University Press, 2005).

is relatively new to the teaching profession and has been teaching online for only two months. All three teachers use asynchronous and synchronous educational platforms.

Teacher A makes use of guide ideas, summaries, reading excerpts, and videos, both recorded and downloaded from websites for asynchronous platforms. All of these were made accessible through an online learning management system. According to Teacher A, asynchronous sessions give students freedom on their own time. The uploaded lesson materials allow students to access knowledge or information anytime and they can go over those more than once. Teacher A also said that such platforms give students an idea of the subject's overall flow so they would have an overview of the subject content, ideally allowing them to set expectations on what to learn in taking up the subject. However, most students "lack discipline." He observed that most students still cram their class requirements only for them to realize that they cannot accomplish quality outputs for a short period of time. Students only focus on the list of class requirements in the syllabus. "Students only want good grades," Teacher A remarked.

On the other hand, Teacher B uses Freshdesk, Gmail, and Discord for asynchronous learning. Freshdesk is a cloud-based customer support platform that offers help desk services, featuring "smart automations" designed to streamline tasks and improve efficiency. It is usually used for BPO companies and the automations are customer-oriented. It works using a "ticketing system" wherein every ticket corresponds to one student email message, which usually contains inquiries, concerns, and questions about the subject. Once a teacher fails to close or resolve a ticket within 24 hours, her performance statistics may suffer. The criteria used by this university in awarding teachers' "good performance" is based on Freshdesk statistics.

One interesting remark from Teacher B is that "the longer the email, the more it gets confusing." Teacher B said that the interpretation of the email messages depends on the students as communication receivers. She expressed frustrations about about students getting mad or angry when she only explains ideas or concepts. Students see themselves as customers or clients and tend to be quick in expressing their dissatisfaction whenever expectations are not met in the teacher's email replies. Teacher C uses online asynchronous platforms for exercises or laboratory examinations. The difference between face-to-face

and online classes is that lab exams can be submitted after a few days, while submissions for face-to-face lab exams are done on the same day and after the class.

The idea behind asynchronous learning is to enable students to study at their own places and on their own schedules. It also allows for a specific time when students can "connect" to their classmates and teachers to contribute to discussions by engaging in the construction of knowledge. The space assigned for asynchronous sessions is usually via online or live chats. Asynchronous modes of communication allow for various modes of flow in information. The teacher can facilitate student engagement using questions or learning guides and the construction of knowledge can actually occur among students given the proper guidance or facilitation. The use of customer-oriented applications, on the other hand, like Freshdesk can blur the relationship between the teachers and students, favoring the latter. The use of customer-oriented applications does not align with the way we traditionally understand student-centered learning experiences or approaches. The system allows for teachers to be exploited in a very familiar capital-driven sense while it devalues the actual potential of authentic teacher interventions during student interactions. The system transforms the teacher's expertise or pedagogy into a form of customer service which is being placed at the student's mercy of being judged merely as a product. Is the teacher's email response satisfactory or not? Will it make the student buy again or more of the learning products the institution sells?

Classroom interactions are entirely different when they happen online or during synchronous sessions. Teacher A wondered if there was even "interaction" at all. He said, *"Iba ang dynamics ng pag-uusap in person. Interactions create the environment"* (The dynamics of in-person conversations are different. Interactions create the environment). When Teacher A discusses live online, he would often rely on students' use of emoticons to confirm their presence. Many students were observed to prefer having their cameras off during live online classes. When asked how synchronous sessions can be more "democratized," Teacher A remarked, *"Students have privileges to shy [off] away from. Students should really be encouraged to turn on their cameras and engage. Iparamdam na di pumapasok ang mga student sa isang terrorized na posisyon, [na] sila ang disadvantaged at vulnerable"* (Students have privileges to shy [off] away from. Students should really be encouraged to turn on their cameras and

engage. Make them feel that they are not entering a terrorized position—that they are not disadvantaged and vulnerable). He believes that this is possible if teachers make the students feel empowered. He admitted though that this might be a difficult task considering that making the students decide to either go on- or off-cam is all about student choice, if not freedom. Given the difficulties students experience in fully online classes, students should also be made to feel that their choice, specifically on how they could be best at ease during synchronous sessions, is acknowledged. Furthermore, Teacher A said that these online classes seem to bring back the orthodox practice of teachers acting as the sole authority of knowledge and opines: "*Bumabalik sa idea na teacher [ang] maglalabas ng lahat*" (It goes back to the idea that the teacher is expected to bring out everything). He also shared the idea about "refracted learning." The idea is about letting the students divulge the specifics, such as knowledge and concepts, rather than the teacher "instructing." Unfortunately, the current observed dynamics during online classrooms are far from achieving this. He remarked that as a whole, online learning is not healthy. To support this argument, he expressed an estimate that there could only be 50 percent student learning as the maximum in the context of fully online classes. Teacher C expressed the same problems about the lack of "live interaction" saying, "*Ang challenge ng synchronous sessions, wala yung live interaction. You don't see their faces. You can only see windows. Di mo nakikita yung facial expressions, nuance[s] na tinatawag with regards to public speaking*" (The challenge with synchronous sessions is the lack of live interaction. You don't see their faces. You can only see windows. You can't observe facial expressions or the nuances that are important in public speaking). Teacher C always encourages his students to participate. In one of their live Google Meet sessions, he asked selected students to explain their write-ups, which are accompanying texts to their architectural sketches. He said that it is one of his approaches to "break the ice." He always reminds his students that to be able to participate, they have to speak up.

Students can be considered as the main actors who reconfigure the interactional dynamics within synchronous sessions. In most instances, students are given the freedom not to show-up or have their cameras on during classes. There are also cases where having no microphones is also allowable. Of course, various factors such as internet connection problems and accessibility to devices are at play in being able to completely engage during synchronous sessions. Such new normal conditions in classroom

discussions leave the teachers in a monologic type of delivery as the main source of knowledge. It is necessary then to reassess student motivation in the said set-up. The aphoristic "life must go on" drives the continuation of every human activity aside from socioeconomic necessities. It becomes a rallying cry in times of disruption, compelling societies to resume routines and restore a sense of order and normalcy. While institutionalized learning is commonly positioned as instrumental to the development of personal and societal progress, its institutionalized form and dynamics—its fabricated curricula, methodologies, and hierarchies that observed globalized formulas—may not be organically woven into the fabric of being. At its core, learning is a natural part of being human—something we continue to do throughout our lives. People learn through observation, storytelling, trial and error, relationships, and lived experiences. However, schooling as an institution, founded upon bureaucratic structures, standardized assessments, and often rigid definitions of knowledge—does not always reflect the organic, contextual, and deeply relational ways in which people actually grasp learning and understanding. In times of crisis and emergencies, such as during pandemics or natural disasters, the urgency to restore the schooling status quo can obscure the fact that not all learners return to the classroom on equal footing. It raises the question: are we continuing learning for the sake of genuine growth and empowerment, or simply to maintain the illusion of stability and productivity? Moreover, by treating institutionalized education as synonymous with life itself, we risk marginalizing other forms of knowledge including, but not limited to, indigenous, experiential, and embodied knowledge that all thrive outside classroom spaces or contexts.

The research participants also expressed their common frustrations in terms of implementing their pedagogical approaches in their own subject areas. Teacher B said that she was not as effective as she used to be, especially in teaching Science subjects, saying "*Hindi matutumbasan ng online learning ang "lovemaking" sa lab tools. I don't like it. Platforms limit my confidence, ability. Mahirap*" (Online learning can't compare to the "lovemaking" with lab tools. I don't like it. [The] platforms limit my confidence. It's difficult.). She said the she always tries to practice the 7 E's Model of Instruction (Elicit, Engage, Explore, Explain, Elaborate, Extend and Evaluate) but she is unable to do the Extend and Evaluate phases as online platforms limit her. Teacher C said that he cannot even call himself a teacher. He considers himself rather as an instructor. He said, "I still need to earn that title [of a] teacher." When asked

if this insight towards oneself may have only been brought about by the experiences of teaching online, Teacher C responded that that was indeed a possibility. Prolonged engagements with fully online classes have also brought the teachers realizations on how to better fare in such spaces and still be "human" despite the lack of authentic teacher-student interactions. They were able to develop new strategies to adapt to the digital shift. Teacher A stressed the value of "empathy." He is continually exploring new ways to "connect" with his students. He expressed patient attempts to break the apparent distance. For the meantime, he does this through the use of storytelling, music videos, and examples that contain personal anecdotes. He still believes that teachers can still connect to the students through shared emotions, stating that "*Kapag nararamdaman ng student, distance can be broken*" (When students feel [a genuine connection], distance can be broken). Teacher B emphasized the use of rubrics. She commented that those students who were observed to be "doing their best are those who thoughtfully read and understand the rubrics" she uses in assessing student outputs. She believes that online learning, however, is not for everyone. She said that this mode is suitable only for above-average students. She added that if a student prefers to enroll in online learning, he or she should be ready as well for a lot of learning supplements like taking tutorial sessions. In an online setup, she said that the teacher should always initiate a follow-up and implement close monitoring of students. Teacher C commented on the value of teachers and students having regular dialogues about online learning to address concerns. This way, he also believes that class requirements would also be "balanced" across different subjects. He also underscored the significance of checking on the mental health of students. He said that students of today's generation should always be heard and their views be liberalized.

Implementing traditional pedagogical methods applied to face-to-face classes with online modalities tend to deterritorialize the educational aspects on which they are grounded. We have to be reminded that these pedagogical models are not abstractly constructed; rather, they are rooted in years of research, classroom practice, and refinement—formulated, tested, and iterated within face-to-face settings and contexts. They assume a particular arrangement of physical and observable embodiments, which is normally the immediacy of bodies present, the non-verbal cues of communication, the spatiality of the classroom as a site of control and spontaneity, and the premeditated articulations that scaffold learning encounters. When teaching

methods are hastily transposed into digital environments without strong research or validation, they tend to blur the material or embodied contexts that once gave the teaching methods and approaches coherence and efficacy. What emerges is a disconnect between pedagogical intent and learner realities. This paper's research data points to such deterritorializations as embodied in teacher fatigue, disorientation, and even disillusionment—not simply with digital technologies, but with the ideological imperative that insists learning must proceed uninterrupted, regardless of situation.

The national education mantra, "*Anuman ang sitwasyon, tuloy ang edukasyon*" (No matter the situation, education continues), while well-intentioned, operates as an ideological state apparatus, invoking resilience that obscures the very real limitations embedded in the Philippine educational system tied to broader sociocultural and economic realities. It serves as an ideological enchantment, a spell that pressures teachers and learners to perform continuity under radically altered and often inadequate socioeconomic conditions. But teaching is not magic, and to teach well requires not only will but an ecology of support system— material support that is not limited to technological and instructional forms, but should also cover the emotional and mental well-being of teachers and students. Teachers, in attempting to inhabit these newly demarcated digital terrains, are not merely migrating to digital spaces. Online platforms are themselves constructed territories, embedded with assumptions about student motivation and pedagogy, among others. Teachers enter territories of surveillance, neoliberal spaces, and datafication,[19] which can further complicate the relationality fostered during face-to-face encounters. Thus, to loosely anticipate that significant transitions will seamlessly take place immediately disregards the ontological shift on means to teach and learn.

While online spaces are not entirely new, they are layered and hybridized extensions of pre-existing educational spaces containing old power dynamics, while introducing new ones. The capacity to reterritorialize remains uneven

---

19   Datafication, a concept introduced by Viktor Mayer-Schönberger and Kenneth Cukier, describes the process of converting various aspects of life, behaviors, and interactions into measurable data that can be collected, analyzed, and used to drive decision-making and generate insights.

for everyone. Reclaiming teaching and learning spaces is hampered by the growing digital divide. The country generally also suffers from unstable internet connection, lack of teacher training, technological fatigue, and socioeconomic inequalities that all delay any significant changes that can truly embody "education for all." In the same vein, the blanket assertion that education must continue "no matter the situation" is not only reductive; it is also pedagogically myopic and politically evasive. It sidelines deeper questions about what kind of education continues, for whom, and at what cost. To move forward responsibly, we must not merely insist on continuity—we must interrogate the conditions under which education is being redefined, and center the voices and experiences of those navigating these deterritorialized spaces. Only then can reterritorialization become not a forced adaptation, but a deliberate act of pedagogical reclamation.

CONCLUSION

The deterritorializing aspects observed in pedagogy and learning, particularly in the experiences of the teachers, invite a critical revaluation of broader frameworks on teaching strategies and student motivation and learning. These aspects necessitate such revaluation, especially with the occupation of online spaces, social media, and other technology-mediated territories. The experiences of the teachers highlight the complexities, if not emerging absurdities, of "relocating" classroom spaces into online platforms. By looking into how these spaces disrupt traditional and familiar educational boundaries, we gain crucial starting points to manage negotiations and paradigm shifts as we reconcile traditional methods with digital means, while considering human conditions with their corresponding intersectional realities.

The experiences of teachers in handling synchronous classes and using technology-mediated teaching tools expose the gap between traditional expectations of teaching-and-learning and the complexities of online education. Pedagogical practices that relied heavily on direct interaction are now confronted with the challenges of asynchronous learning, synchronous classes, and technologically mediated feedback. This shift necessitates a further exploration of how student motivation is affected by the physical and emotional detachment of online learning. In face-to-face settings, motivation is usually affected by the immediacy of a teacher's presence, social interactions with classmates and peers, and the visible connections formed

through group activities. Digital territories, by contrast, have tendencies to exacerbate feelings of isolation or detachment, especially if students lack the necessary technological tools.

POLICY RECOMMENDATIONS

Further social and emotional support is a necessity, while intrinsic motivation to engage meaningfully with online learning materials is another concern. Moreover, the transition to online spaces raises important questions about student learning itself. Are students able to construct knowledge in the same ways they would in physical classrooms? How do factors like digital literacy, access to technology, and home learning environments influence their ability to engage with and process educational content? The deterritorializing process—whereby education that once relied on established spatial contexts are displaced into new, virtual territories—calls for a revaluation of the ways we measure and define academic success in online settings. We must question whether the same metrics and assessments applicable to physical classrooms are effective when implemented within virtual learning spaces. Catlin Tucker proposes an alternative approach to traditional methods of assigning and evaluating student work by rethinking teacher-directed workflows.[20] Tucker advocates for sustainable student-led workflows, which focus on leveraging self-assessment, peer collaboration, and the use of rubrics to enhance learning. She emphasizes three key principles regarding grading.

First, she argues that grades are not an effective long-term motivator for most students; instead, intrinsic factors such as task enjoyment, a sense of accomplishment, and the recognition of personal growth are more motivating.

Second, Tucker highlights the importance of asking students to engage meaningfully with their work, as this fosters accountability and drives them to complete assignments.

---

20   Catlin Tucker, "Shifting from Time-Consuming Teacher-led Workflows to Sustainable Student-led Workflows," catlintucker.com, September 13, 2021. https://catlintucker.com/2021/09/sustainable-student-led-workflows/.

Third, she points out that grading review and practice assignments undermines students' ability to learn from failure, creating a climate where mistakes are penalized rather than seen as opportunities for growth. Tucker stresses that students need the freedom to experiment, make mistakes, and learn from them without the fear of being graded, if not judged, for committing errors.

The deterritorializing effects of online education prompt us to look at the larger implications for the teaching profession itself and the corresponding educational practices. As teachers navigate these online territories, they are forced to confront power dynamics embedded in online learning platforms. These platforms are not neutral spaces; they are shaped by corporate drives, data surveillance, and algorithmic control, which can alter the nature and experience of teaching and learning. Teachers now find themselves negotiating a different role—one that involves mediating not only content, but the technological frameworks wherein teaching is conducted. This transformation requires teachers to adopt new pedagogical strategies. While there are those that remain skeptic or lack technological literacy in using 21st-century devices, they have to utilize digital tools to survive within new normal realities in their profession. Capability training shall equip teachers and democratize access as teachers move from their traditional training and old experiences.

The noted deterritorializations also offer an opportunity to rethink classroom flows and dynamics that involve interactions between students and teachers and the learning environment/s they create as they both engage within online territories. As online platforms become the new normal for education, they present both challenges for reimagining how effective teaching and learning can take place. How can online education be designed to foster meaningful and engaging learning experiences for all students while at the same time bridge the gaps between socioeconomic disparities and unequal access to educational technologies?

As we continue to navigate these new digital landscapes, we must remain open to rethinking pedagogy and critically addressing the digital divide that may impede equal access to the potential of online education. Understanding the intricacies of teacher-student relationships within the web of online classrooms, along with the flow of power and the dynamics of relations, leads us to reimagine new classroom workflows. This also acknowledges the significant role of students in co-constructing knowledge. Their empowerment,

grounded on the understanding of critical concepts of deterritorialization, rhizomes, and critical geography, liberates their being, their role, and their participation in the learning process.

REFERENCES

Anzaldúa, Gloria. 1999. "Putting coyolxauhqui together: A Creative Process." *How We Work* 90 (1): 241–260.

Ares, N. (2017). "About These Times" in Deterritorializing/Reterritorializing: Critical Geography of Educational Reform, Sense Publishers.

Barone, Dante, De Musacchio, Cláudio, and Zaro, Milton Antônio. "Delocalization and Spatialization of the Classroom: Deterritorialization in Education." *American Journal of Educational Research* 11 (1): 1417-1428. 10.12691/education-3-11-11.

CHED (Commission on Higher Education). 2020. "Memoranduum No. 4, Series of 2020: Guidelines on the Implementation of Flexible Learning." https://chedro3.ched.gov.ph/wp-content/uploads/2020/10/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf.

Entrena-Durán, Francisco. "Understanding social structure in the context of global uncertainties." *Critical Sociology* 35 (4): 521–540. https://doi.org/10.1177/0896920509103982.

David Bowles (@DavidOBowles). 2020. "I'll let you in on a secret." Twitter, October 6. https://twitter.com/davidobowles/status/1313246219905437701.

Davies, Bronwyn and Bansel, Peter. "Neoliberalism and Education." *International Journal of Qualitative Studies in Education* 20 (3): 247–259. https://doi.org/10.1080/09518390701281751.

Deleuze, Gilles and Félix Guattari. 1983. *Anti-Oedipus: Capitalism and Schizophrenia.* Translated by Robert Hurley, Mark Seems, and Helen R. Lane. Minneapolis, Minnesota: University of Minnesota Press.

Gordillo, Gastón. 2011. "Longing for elsewhere: Guaraní reterritorializations." *Comparative Studies in Society and History*. 53(4):855-881 (2011). 10.1017/S0010417511000430.

Helfenbein, Robert. 2009. "Critical Geographies of Education." *Educational Studies*, 45 (3): 236–239. https://doi.org/10.1080/00131940902910941.

Magsambol, Bonz. 2021. "PH opens classes in 'celebration of victories' against COVID-19." Rappler. https://www.rappler.com/nation/department-education-leonor-briones-message-schoolopening-september-13-2021.

Massey, D. (2007). World city. Malden, MA: Polity Press.

Rotas, Erwin and Cahapay, Michael. 2020. "Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis." *Asian Journal of Distance Education*. Vol. 15 No. 2, 148. https://www.asianjde.com/ojs/index.php/AsianJDE/article/view/504.

Tsing, Anna Lowenhaupt. 2005. *Friction: An Ethnography of Global Connection*. Princeton, NJ: Princeton University Press.

Tucker, Catlin. 2021. "Shifting from Time-Consuming Teacher-led Workflows to Sustainable Student led Workflows." catlintucker.com. https://catlintucker.com/2021/09/sustainable-student-led workflows/.

THE UP CIDS
DISCUSSION PAPER SERIES

The UP CIDS Discussion Paper Series features preliminary researches that may be subject to further revisions and is circulated to elicit comments and suggestions for enrichment and refinement. They contain findings on issues that are aligned with the core agenda of the research programs under the University of the Philippines Center for Integrative and Development Studies (UP CIDS).

CENTER FOR INTEGRATIVE AND DEVELOPMENT STUDIES

Established in 1985 by University of the Philippines (UP) President Edgardo J. Angara, the UP Center for Integrative and Development Studies (UP CIDS) is the policy research unit of the University that connects disciplines and scholars across the several units of the UP System. It is mandated to encourage collaborative and rigorous research addressing issues of national significance by supporting scholars and securing funding, enabling them to produce outputs and recommendations for public policy.

The UP CIDS currently has twelve research programs that are clustered under the areas of education and capacity building, development, and social, political, and cultural studies. It publishes policy briefs, monographs, webinar/conference/ forum proceedings, and the Philippine Journal for Public Policy, all of which can be downloaded free from the UP CIDS website.

THE PROGRAM

The **Program on Higher Education Research and Policy Reform (HERPRP)** aims to chart a research agenda, systematically build an evidence base for policy analysis, and create a network of experts and researchers doing work in this sector. HERPRP also serves as a convening body seeking to build partnerships and working collaborative networks among stakeholders.

Get your policy papers published.
Download open-access articles.

The Philippine Journal of Public Policy: Interdisciplinary Development Perspectives (PJPP), the annual peer-reviewed journal of the UP Center for Integrative and Development Studies (UP CIDS), welcomes submissions in the form of full-length policy-oriented manuscripts, book reviews, essays, and commentaries. The PJPP provides a multidisciplinary forum for examining contemporary social, cultural, economic, and political issues in the Philippines and elsewh ere. Submissions are welcome year-around.

For more information, visit cids.up.edu.ph. All issues/articles of the PJPP can be downloaded for free.

Get news and the latest publications.

Join our mailing list: bit.ly/signup_cids to get our publications delivered straight to your inbox! Also, you'll receive news of upcoming webinars and other updates.

We need your feedback.

Have our publications been useful? Tell us what you think: bit.ly/dearcids.