Alipato
A Journal of Basic Education

Alipato: Responding to the needs of the times

The Philippine Basic Education has come to another defining moment in history. About two decades ago, in 1992, the Education Commission (EDCOM) put forth its recommendation to add one year to the basic education cycle. Today, we recognize the need to make not only this addition but also an imminent implementation of the Kindergarten to Grade 12 curriculum. Hence, as members of the basic education sector, we must rise up to the challenge. While the leaders in various government agencies and organizations like the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA) among many others, pull their heads together to design and construct the K-12 curriculum, teachers can show support by conducting researches and designing innovative ways to respond to the learning needs of wide-ranging students, from the very young kindergartners to the soon-to-be part of the workforce Grade 12 students.

The maiden issue of the Alipato: A Journal of Basic Education in 1996 came out at the time when "hot" ideas were needed to respond to the challenges posed by the EDCOM Report. Through the years, the Alipato has served as venue for these "hot" ideas to be made known. More than ever, the Alipato, as a "flying ember that could start a conflagration if it were to find a nurturing environment" (Hermosa 1996) continues to feature research reports and findings that address diverse issues and challenges in basic education.

In this 2011 issue, the Alipato features four researches on creativity and creative thinking skills applied to varied disciplines such as mathematics, chemistry, and art education. Two other articles serve to both inspire and challenge us to respond to the learning needs of unique group of students: girls and children in conflict with the law.

The first two articles recognize the significant role of creativity and creative thinking skills in helping students achieve success in mathematics. In his research, "Effects of Creative Pedagogical Environment on Student Mathematical Ability and Creativity", Ronaldo M. San Jose exposed the students in a creative pedagogical environment, which he found to have effectively enhanced and developed their mathematical creativity and ability processes. Further, he was able to establish the connection that mathematical ability predicts mathematical creativity.

The group of Rina A. Mabilangan, Auxencia A. Limjap and Rene R. Belecina, on the other hand, used case study to look into the "Problem Solving Strategies of High School Students on Non-Routine Problems." Analysis of the participants' solutions revealed that each of the five students employed at least four out of the eight possible problem solving strategies when responding to a non-routine task. Of these eight, the most frequently used strategy was "Making a Model or Diagram." The participants were also grouped into whether they are proficient, transitional, or apprentice in their level of conceptual understanding and procedural knowledge.

The third article by Aprhodite M. Macale, Elisa S. Baccay and Liza C. Carascal focused on the "Development and Validation of Word Problems in Chemistry Gas Concepts". The researchers developed word problems on gas concepts in Chemistry integrating various cartoon characters depicting real life situations. Validity in terms of content and structure were established using

qualitative evaluation tools. Reliability was also established using Cronbach alpha, while readability was verified by conducting try-outs among students.

The research conducted by Charo Marie V. Defeo-Baquial explored the possibility of improving artistic skills of gifted preschoolers through a Discipline-Based Art Education (DBAE) approach. The DBAE covered the four (4) art disciplines: Art History, Art Criticism, Art Production, and Aesthetics. Entitled "Enhancing Artistic Skills of Gifted Preschoolers through Discipline Based Art Education," the paper describes the intervention conducted involving sixteen (16) preschool children aged six to seven years old. The DBAE approach was successful in improving the artistic skills of the students particularly in their Fluency and Originality. Among the four art disciplines, the children improved in Art Criticism. The researcher recommends the use of DBAE as a method in educating the gifted.

Another research on giftedness is presented by Myra Trinidad T. Tantengco in her paper "Family and Home Factors that Facilitate Talent Development and Achievement among Distinguished Filipino Women." The study involved fifteen distinguished Filipino women from various fields of entrepreneurship, government and media. The qualitative research examined their talent development and achievement. Results revealed that the participants were generally raised by college educated parents in homes which generally emphasized independence or interdependence and where there were low to moderate levels of parental warmth. Other characteristics of their home environment were described. The paper also discussed the findings' implications on parenting, teaching and guiding gifted, creative and talented girls.

The final paper "Career Planning for Children in Conflict with the Law" by Marie Grace A. Gomez, highlights the need for community and government support for a unique group of Filipino children. The study involved children in conflict with the law (CICL) who were currently serving their sentences while receiving basic education and vocational training. The researcher underscores the importance of a well-designed transition program that will prepare youth offenders to become productive citizens after their release.

It is hoped that these articles will inspire more teachers and educators, especially those in basic education to continue to do research and have their papers published in the Alipato: A Journal of Basic Education.