

**Transition.** After two years of remote teaching and learning due to the COVID-19 global pandemic, the year 2022 has witnessed schools transitioning from pure remote teaching and learning to hybrid setup to full face-to-face classes. Teachers, parents, administrators, and students rose above the challenges brought forth by the pandemic. We have equipped ourselves with new skills, tried and tested new strategies, learned from our mistakes, and are now determined to apply all that we have experienced to our practices post-pandemic. The **Alipato** has always envisioned itself to be a platform for sharing relevant findings in and out of the classroom. This 2022 issue shares the learnings of and for students, teachers, parents, and researchers before and during the pandemic.

Three research studies focus on **teachers**. **Pedagogical Content Knowledge Components' Integration in Teaching Biology using IBA: Grade 8 Teachers' Case Study** by Lea C. Garcia investigated how two beginning and two experienced teachers integrated PCK into their inquiry-based approach to teaching Biology and the impact it had on students' learning process and scientific thinking. Ann Justine B. Marzo and Mary Justine Clarise A. Trinidad looked into the **Behavioral Competencies of Home Economics Specialist and Non-Specialist EPP Teachers**. They zeroed in on the self-image, personality traits, social roles, and motivation in teaching of 15 teachers. Nethanel Joan P. Protacio and Portia P. Padilla studied the **Effects of Metacognitive Reading Strategy Training (MRST) on Elementary Literacy Teachers' Critical Reading Ability**. Teachers from the southern Philippines underwent 12 intervention lessons on making inferences, making judgments, monitoring and clarifying, and summarizing.

Marie Grace A. Gomez analyzed the **Diskarte Skills Utilized by Parents and Caregivers Engaged in Home-Based Teaching During the COVID-19 Pandemic**. This research is aiming to propose a parent support program as it looked deeper into the levels and types of *diskarte* skills of **parents and caregivers**.

Two studies concentrated on **students**. Ann Gelene Tobias-Domagsang and Lizamarie Campoamor-Olegario investigated **High School MMORPG (Massively Multiplayer Online Role-Playing Game) Players' Profile, Collaborative Behavior, and Empathy**. They looked into the sociodemographic characteristics of student-players, gaming history and habits, motivation, and academic performance, as well as the relationship between their empathy and collaborative behavior. John Paolo V. Sandicho and Portia P. Padilla examined the effects of **Thematic Directed Reading Lessons on the Listening Comprehension of Filipino Struggling Readers in a Community-based Program**. The students underwent five sessions centered on the theme of family with the aim of improving their skills in noting details, sequencing events, inferring character feelings, and connecting story details to one's life.

As we continue to sift through these experiences, the *Alipato: A Journal of Basic Education* carries on with its mission to put forward research-based practices and strategies that will benefit various education stakeholders. As individuals and as a community in basic education, we leave behind what is no longer helpful and we carry with us what is beneficial for our learners and hope that we can better serve them especially as we grapple with the new challenges of transitioning to the "new" or "now" normal and the lost learning opportunities brought forth by the pandemic.

**SARAH B. GONZALES**

Head

Office of Research, Development and Publication

AY 2022-2023