



## Introduction

### *History of Alipato*

*Alipato* was the brainchild of Dr. Eleanor Eme E. Hermosa† during her incumbency as head of the UPIS' Office of Research Development and Publication (ORDP). In its maiden issue (1996), she described the journal as such:

*Alipato is a Filipino word for a flying ember that could start a conflagration if it were to find a nurturing environment. Alipato, A Journal of Basic Education, therefore, could be compared to a "hot idea" which when shared could make a difference in Philippine education.*

In 2005, under then ORDP head Dr. Vilma M. Resuma, *Alipato* became a refereed journal by employing a two-level double-blind reviewing process. A process we still employ.

In 2011, under then ORDP head Rachel Patricia B. Ramirez, *Alipato* was able to widen its reach by joining the U.P. Diliman Journals Online or UPDJOL (<http://journals.upd.edu.ph/>). UPDJOL is a project managed by the Research Dissemination and Utilization Office of the Office of the Vice-Chancellor for Research and Development (RDUO-OVCRD) at U.P. Diliman.

Now, on its 10th year as a refereed journal, *Alipato* continues to provide researchers a venue for their "hot ideas" that could make a difference in Philippine basic education.

### *In this Issue*

This issue features four articles covering a wide array of interests, from teaching in the early grades, music education, science education and even curriculum studies. Although wide, in scope, this articles are useful in the implementation of the K-12 curriculum.

According to the Official Gazette (<http://www.gov.ph>) one feature of the K-12 curriculum is a strengthened early childhood education. In support of this feature **Pamela A. Razon** offers a teaching method called interactive writing which according to her research, increases grammar knowledge of kindergarten students.

Another feature of the K-12 curriculum is spiral progression particularly in science. As such students must be able to organize/link the various concepts they have learned across the various fields of science. One often used tool for this is a graphic organizer. The team of **Mary Ann T. Crispino-Ceballo** and **Rosanelia T. Yangco** offers an alternative tool in Reflective Idea-Image Connections

Another feature of the K-12 curriculum is tracking at grades 11 and 12 (senior high school). One of the three tracts a senior high school student may enter is sports and arts. However, prior to K-12, the DepEd has been experimenting with public high schools for the arts under what it calls its

Special Program in the Arts. Schools keen on offering such a track would gain valuable insights from the article of **Ryan Estacio Leocario** and **Greg Tabios Pawilen** which studied how a public high school in Manila implemented the said program.

Even before, K-12 we have seen a marked reduction in contact hours of the subject Music (now subsumed under MAPEH). As such it is imperative that instruction in this subject be made efficient (improved). **Leujim C. Martinez** proposes that a teaching method called active listening be used as the core method in teaching the elements of music.

We hope that these articles will inspire more teachers to conduct their own researchers and share their findings to the public via *Alipato*, which based on a simple Google™ search, seems to be the only basic education journal in the Philippines.

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ORDP Head, 2014-2015