



Philippine Normal University
The National Center for Teacher Education

Policy Brief Series

A Special Series on Policy Research | Issue 7 | 2017

Application of Innovative Ideas to Facilitate Teaching and Learning in Basic Education



Source: <http://carmonagov.net/home/latest-news/315-repi-provides-school-supplies-to-day-care-children.html>

A number of innovative instructional materials for basic education have been developed yet are not being maximized. Thus, this policy brief gives suggestions to ensure the continuous improvement and full use of these instructional materials.

Materials that would facilitate teaching and learning could be created by applying innovative ideas to education, especially in Math and Science subjects. Among the outputs of materials development projects for basic education are manipulative devices for teaching Math (Fortes et al., 2014) and Science (Evangelista et al., 2014), micro lab kits for Chemistry (Pastor et al., 2015) and Physics (Ocampo et al., 2015), and content area reading-based strategic intervention materials for Science (Acuña, 2015). The materials garnered generally positive evaluations from experts, teachers, and students alike. However, to maximize the benefit from these materials, their use in actual classes and continuous validation should be encouraged. Furthermore, teachers must be trained to use these materials.

Here is a summary of policy recommendations for these issues:

1. Along with the findings that these newly developed materials can be effective in facilitating the learning of Math



For further information, please contact:

Educational Policy Research and Development Center (EPRDC)

Tel No: 317-1768 loc 751 | Email: eprdc@pnu.edu.ph | URL: www.pnuresearchportal.org

(Fortes et al., 2014) and Sciences (Acuña et al., 2015; Evangelista et al., 2014; Ocampo et al., 2015; Pastor et al., 2015) in basic education, policies promoting the use and research for further improvement of these materials should also be developed.

2. There should also be policies that would encourage teachers in basic education to develop creative and innovative instructional materials that would capture their students' interest in other areas. Trainings/workshops that would provide teachers with skills and opportunities on doing this is also suggested.

REFERENCES:

- Acuña, L., Gutierrez, M. R., & Areta, G. (2015). Content area reading-based strategic intervention materials (CARB-SIMs) in Science VI. *The Normal Lights*, 9(2), 205-232.
- Evangelista, E. V., Ayuste, T. O. D., Belmi, R. M., Butron, B. R., Cortez, L. A. S., Evangelista, T., ... & Tondo, J. E. (2014). Development and evaluation of grade 7 and grade 8 Biokit. *The Normal Lights*, 8(2), 152-171.
- Fortes, E. C., Buzon, O., Gonzales, A., Ferrer, A., Diaz, R., Diaz, R., & Quan, R. (2015). Development of Micro-Scale Mathematics Kits. *The Normal Lights*, 8(1).
- Ocampo, C. A., de Mesa, D. M. B., Ole, A. F., Auditor, E., Morales, M. P. E., Sia, S. R. D., & Palomar, B. C. (2015). Development and evaluation of physics microlab (P6- μ Lab) kit. *The Normal Lights*, 9(1), 134-158.
- Pastor, C. J. M., Aranes, F. Q., Datukan, J., Duad, V., Bantang, J. P. O., Espinosa, A. A., . . . Ocampo, C. A. (2015). Initial validation of the chemistry microlab kit (Chem. μ Lab Kit) in facilitating learning of selected chemistry concepts for K-12 Science. *The Normal Lights*, 9(2), 180-204.



For further information, please contact:

Educational Policy Research and Development Center (EPRDC)

Tel No: 317-1768 loc 751 | Email: eprdc@pnu.edu.ph | URL: www.pnuresearchportal.org