A SHIFT TO NEW NORMAL: THE CHANGING ROLE OF TECHNOLOGY IN THE LANDSCAPE OF NEW NORMAL EDUCATION

by:
Jexter D. Demerin
Lamao National High School

Over the past decades, technology has been recognized as a significant aid in delivering efficient learnings among all the learners from various levels of the educational arena. The integration of the technology in the educational curriculum poses an appreciation on its role in providing more opportunities towards learning engagement between the teachers and the learners. Such a consideration allows the former to deliver easier and more efficient understanding towards the latter (Thrasyvoulou, 2015). Hence, the great contribution of technology is indeed evident, most especially in the daily learning process scenario happening in the four corners of every physical classroom. The promise and distinction of technology in providing an equitable educational experience has been acknowledged and highly applauded until the change in the landscape of education occurred. The current global health problem has become a threat and it further affects the living of the people and even the operation of almost all fields including the education sector. Such a circumstance led to a shift called “new normal” and therefore made the Department of Education along with other affected agencies to plan and strategize their operations addressing the demands of the said new normal setup.

The delivery of quality and equitable education amidst the pandemic has been ensured by the aforementioned department through the proposed distance learning delivery modalities. These modalities include modular and online distance learning, blended learning, and homeschooling (Codamon, 2020). It is believed that these variations of learning delivery modalities will address the individual learning needs of each learner. Hence, he or she may understand the lesson and may attain the skills
required by a specific learning competency through the preferred mode of learning and the available learning materials or tools at home. The continuing implementation of the said modalities has been seen adaptive, however, in progress may also cause an issue of inequitable learning opportunities (Vahey & Vanides, 2020). For instance, a learner may forcibly choose printed modular mode of learning over other online distance learning modalities due to: (1) unavailability of technological tools such as gadget, radio, and television; and (2) inaccessibility to signal or internet. Unlike in the face-to-face learning interaction where all the learners in a classroom may be benefited from the integration of technology in the learning process, the new normal type of learning builds a wall between the fortunate and the underprivileged learners. Thus, a shift of the role of technology in the education sector has been discerned. From a significant aid of an efficient and engaging learning, the technology has now caused inequitable learning opportunities.

This changing role of technology clearly calls for the changing role of all the people involved in the educational system. The technology remains an aid and the actions taken by teachers, parents, policymakers, and other stakeholders will determine its efficiency in the landscape of new normal education. The harmonious collaboration among the educational stakeholders should be strengthened for it is the most valuable key in sustaining an equitable and resilient education over various adversities.

References: