A TEACHER’S PERSPECTIVE TO MODULAR LEARNING

by:
Sisa Hualda Parrera
Master Teacher I, Samal North Elementary School

Distance learning was the department’s first step to adhere to its dedication that learning must continue in spite of the pandemic. One of the options is the Modular Learning. Children deprived of the internet connection chose the modular learning modality to have an access to education but did it really work?

Let us now assess the effectiveness of the modular learning modality based on the following factors:

1. ACCESSIBILITY. Modules are accessible to all whether the pupils have the access to internet or not. It can actually be a supplement to Blended learning. However, there were times that the supply of module was not sufficient to the number of enrolment. This really added to the problem but since the teachers were so resourceful and resilient, they were able to find ways.

2. EFFECTIVENESS AS A TEACHING TOOL. In terms of being effective, modules are not a 100% solution to the prevailing educational problem. This is just a tool but the way to deliver learning depends on how the parents administer it to their children. There were factors that hinder learning to take place in a modular learning modality. First, is the parent’s inability to teach especially when they are busy working, sometimes undergraduate and worse, illiterate. If this is case, how effective will the modules be? Luckily, there were some parents who find a way to communicate with the teacher and seek the latter’s help on how they can they teach a difficult lesson but not all parents were doing that, thus, most of the children...
just relied to copying the answers from the answer key at the back of the module instead of studying about the lesson.

3. ACCURACY. Nothing is indeed perfect and so is the module. There were times that the module itself was the one erroneous, maybe because of the error in printing or sometimes due to the incompatible configuration of the laptops of the writer to the laptops of the receiver by the time of its submission. There were some changes that were happening in the illustration, figure or lay-out of the module. We can never blame anyone for this because the production was done urgently and there was no more time to revise it. Consequently, the teachers had been responsible in making the necessary corrections and in explaining them to the parents being the facilitators of learning.

4. RELIABILITY OF THE RESULT. Since the use of module was so lenient, we can’t consider that the result of the exam of the pupils from studying it as reliable. Moreover, there is an answer key at the back that the pupils may just copy. We could hardly assess the real academic standing of the pupils based on what they had learned from the module. Likewise answers to the questions in the examination may not merely coming from the modules, others probably made use of the Google.

These perspectives may not be true to all but these are just some of the observations that were made after a school year of using the modular learning modality. Though, most of the observations were negative, still, we can say that this approach still made education possible during this time but somehow, based on what was observed, everybody and mostly the teachers are hoping that there will be a better system of administering this modality in the next school year. Besides, there will always be room for improvement.
References:

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