ACADEMIC INTEGRITY ON MODULAR DISTANCE LEARNING
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Educators have found many problems with the modern way of providing lessons to students at home as schools around the country continued to perform dry runs of the introduction of distance learning. Of course, one of the major obstacles that the teacher faces is the gap between the learners' homes and the type of instruction carried by parents as learning facilitators. Some students do not have parents who can assist them in studying at home, and some parents answer SLMs for their children. In this regard, some parents are answering the self-learning modules, which the teachers believe is the most commonly perceived type of cheating in today's educational system.

When dealing with these kinds of problems, teachers depend solely on their faith that the learners and their parents/guardians ensure the accomplishment of modules by learners on their own. The role of guardians, according to different orientations, is to serve as facilitators, guides, and mentors, not as representatives or backups. Learners should always ask their parents/guardians and the teacher for clarification if they don't understand an instruction or explanation written in the modules.

Parents and guardians play a major role in the honesty reiterated in the response to modules. The thing is, as teachers, they need to make students understand that their role is to work on their module for them to learn and not just earn good grades.

Moreover, one of the most struggles for a Grade 1 teacher and pupil today is how a reading habit could be established. Today, teachers are only giving the materials to parents and ask them to teach their children how to read then they conducted validation thru video files or phone calls then the process ends. They are unaware of how the parents taught their children to read. It is engaging? Is it motivating? Do the learners enjoy time for reading? All these questions are left unanswered. That’s the saddest part as a grade 1 teacher because they are the foundation; and the knowledge of reading is founded in the learner’s first grade.
The modular distance learning approach cannot be as engaging as those in the face-to-face classroom, but it depends entirely on how the parent-facilitator performs the teaching-learning process at home and how the teachers reach the learning facilitators for optimum communication and quality transfer of education. The use of modules facilitates self-directed learning. But there are still advantages of using modules for instruction like the students develop stronger self-study or learning skills. Students actively participate in understanding the concepts discussed in the module. They acquire a sense of responsibility when they complete the tasks in the module. The students advance on their own with little support from others.

Reference:
https://canvas.iastate.edu/courses/61466/pages/module-1-overview-for-academic-integrity-the-role-of-faculty