ASSESSING SOCIAL STUDIES TEACHING AND IMPACTS ON MAJOR ROLEPLAYERS AMIDST THE PANDEMIC

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Developing social awareness and honing societal role as well as boosting the capacity of individuals to incorporate and integrate themselves are only few of the main purpose of teaching Social Studies at school however, just nearly a couple of years ago, the learning modality had shifted from the usual face to face to either modular or online approach making the world of education in topsy turvy eventually affecting three of the most important stakeholders: the teachers, the parents, and the students themselves. Competencies needed for teachers to render have been restricted, more time and efforts from parents were demanded, and lesser interactions among learners added up to the difficulty of administration and development of instructional methods really challenged the stakeholders in delivering an effective learning (Valentine, 2002).

Taking into account how attaining the main goals of teaching Social Studies require intuition, creativity, improvisation, and expressiveness, educators really found it hard to get back to the usual approaches they do in order to deliver an effective classroom instruction. Previously, they opt to visual aids including multimedia-based presentations, role playing, fun games and group reporting, however, in today's mode, all of these have been a little impossible taking into account the very limited to none interaction among instructors and students. Educators were also required to work in extended hours just to finish compiling the modules and other materials (Invernes Institute, 2021). Modules were simply being withdrawn by the learners without the assurance whether they have learned or not at all since most often, answering these materials will go along with
accomplishing other household chores and even jobs since the pandemic has really depressed the status of many.

Parents, meanwhile, found it more obligatory to comply with the time and effort being demanded by the students since the former are in dire need of guidance especially those who are lagging behind their classmates in terms of comprehension. While this could be one of the downsides, parents could actually take the lessons as refresher courses since they will be reliving what they have learned back in their old schooling days. But although this may contribute something not just to the learners, guardians who are having their respective jobs and tasks, whether field-based or home-based, would find this stressful taking into account how they must guide their kids in details they may get confused about especially that lessons regarding social responsibility and the like will definitely reflect the roles their children will take in the near future.

Moreover, students were vehemently restricted to interact with each other to avoid wider spread of infection and this resulted to some of the most significant aspects that are being developed through Social Studies. These contexts include development of integration with the societal frames and even decreasing the interactions for interpersonal communication, somehow making the social circle less interesting to explore. This will mirror how confident they are in daring themselves to lead the community or become a citizen of advocacy. To add more, their thinking in terms of boosting their own growth will surely be in constraint due to lack of exposure to the public, not mentioning how their work-life balance is not being handled well (Minero, 2020).
Millions of students and educators were able to shoulder the past school year through the new mode of delivery of instruction however, whether there has been a learning or not, remains a thing to investigate on. There were more stakeholders who have been affected however, the most affected are the two above-mentioned and the parents. The modality remains limited since interactions among learners and educators remained restricted due to surge in cases and this would call for better contingency plans and interventions the stakeholders may lean on to so effective learning could happen whilst honing the future social leaders.

References:

