The outbreak of COVID-19 has a big impact on the economy, lifestyle, and educational system of the world and the Philippines is no exemption. Last year of March 17, 2020, the national government decided to put the entire country under its strict lockdown name (Enhance Community Quarantine) in which all forms of land, air, and water transportation were halted, and different institutions, universities, and schools, both private and public, shifted from traditional Face to Face to modular either (digital or printed), online or virtual class, and with the used of TV, Radio and/or blended learning system. The Philippines is in the process of transitioning to a new normal of education, with educators’ continued progress and active participation from other stakeholders propelling the process ahead despite the presence of the virus and present condition of the country, DepEd is still true and dedicated to its mission and vision of delivering high-quality education to all students. To that end, the Department of Education has implemented a variety of learning methodologies in order to maintain educational consistency and that each school continues to offer a high-quality education to all learners.

Distance learning, according to Quinones (2020), is a learning delivery mode in which learning takes occurs between a teacher and students who are physically separated during teaching. Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction are three forms of this modality that are commonly employed in the country during COVID-19. They are used in both public and private institutions. Modular Learning is the most widely utilized platform in the Philippines, notably in public schools in rural regions with limited internet connections. The teacher is responsible for keeping the student successful. Learners may contact them via e-mail,
computer, text message, or instant messaging, among other methods. Where at all practicable, the teacher may conduct home visitation to students that need remediation or assistance because face-to-face instruction is not permitted in this situation, teachers or the Barangay will distribute printed Modules to the parents and guardians of students. Parents play a vital role in the success of the educational system; they collaborate with teachers to provide high-quality education. In modular learning, their primary role is to guide their children through the process of answering their module. They are the ones who bring and return the completed module to school, as children are not permitted to do so. Bundy-clock, Parents are responsible for monitoring their children's behavior and progress in the WHLP to see if they met and completed any of the activities on time, and as Home Innovators, they are also responsible for guiding and monitoring students in answering their modules and creating a learning environment that is conducive and interesting to learners. They must provide a good learning environment for their child in order to encourage them to focus more on their studies. It must be a well-lit, well-ventilated space with little to no distractions.

One of the advantages of using modules for teaching is that students develop stronger self-study or learning skills. Students actively participate and learn independently in understanding the ideas discussed in the module. They gain a sense of duty when they complete the tasks in the module. The students advance on their own with little way to no support from others or being independent learners. They are learning how to read and are becoming more self-assured and independent. On the other hand, various problems arise with this new model of the educational system such as the lack of time of preparation of teachers to prepare the modules, lack of knowledge and experience in online learning, poor internet connectivity, lack of gadgets, such as laptop, cellular phone, and other alike needed in the implementation of online learning. Also, one of the problems that are noticed in this new normal is a parental educational achievement. Some parents have difficulty comprehending their children's lectures, similarly with the problem of the students having difficulty in separating household chores and studying their lessons.
While there is great hope that things will return to normal, the government must accelerate and invest in technological readiness. Finally, in order to provide quality education, increase the effectiveness of this new system of education, and ensure that no students are left behind despite the pandemic, there must be collaboration among the community, parents, teachers, government, and other stakeholders in this time of pandemic COVID-19.

References:

