ENABLING MODERN LEARNING ACCESS TO EVERY FILIPINO CHILD

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With the development of technology, educators could take advantage of current tools and devices to facilitate and improve student learning, to become more efficient in teaching, and to attend to their students’ needs. However, having access to modern tools for teaching would also require assistance from the government; nevertheless, this could be an opportunity to improve the quality of education in the Philippines.

In public elementary schools, some students lack exposure to technology, especially those who are below the poverty line. Considering that parents are working full-time or have multiple jobs, they do not have sufficient time to support their children with homework. Moreover, combined with a little to no access to the internet at home, these children are already at a disadvantage compared to their peers in private schools who are privileged to such technology. This is where teachers come in place: to address the educational needs of students through providing efficient ways that would engage and motivate them to learn.

The Department of Education (DepEd) sees the significance of adapting modern technology and computer science in improving Philippine education. They launched the Learning Resources Management and Development System (LRMDS) as an online community where educators from different areas in the Philippines can share their teaching materials and download other resources online. Databases such as this would allow educators to see different approaches in teaching students through using modern forms of visual aids and learning materials; because doing presentations in a Manila paper is already becoming outdated.
We could also adapt digital learning projects of organizations like the Glen Family Foundation (GFF) where they promoted the use of tablets with offline apps in Taba-ao Elementary School in Benguet. Installed in the tablet is an offline app that caters resources for key learning areas such as Math, English, and Science. This could be advantageous for schools in remote areas because they would still have access to the app even without an internet connection. The GFF conducted a two-week hands-on training for teachers where they shared insights and demonstrated the use of tablets in their classroom. Overall, the participating teachers found the digital learning experience as beneficial because it increased the engagement of students in learning, especially those with short attention spans and are usually too shy to participate.

On the other hand, the struggle in implementing a digital and technology-based learning in the Philippines lies with the lack of budget from the government. Our country still continues to lag compared to other countries in Southeast Asia. Despite this, the DepEd is doing its best into advancing the digital education of schools in the Philippines – making sure that Filipino children would receive equal opportunities to education regardless of their social status.

References:
