HUMANIZED EDUCATION DURING PANDEMIC: PROSPECTS AND FUTURE DIRECTIONS

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Humanized education meets learners where they are and responds to their varying needs and interests in a very dignified, as well as an inclusive manner. However, in times of pandemic, learners from low-economic status families are typically the victims of inadequate response in education.

Humanized teaching and education are not only geared to the emotional endowments of the learners but also on the shared responsibilities on educational success based on holistic efforts from both teachers and learners (Pecson, 2018). When we say holistic the educative process caters to different learners’ backgrounds, contexts, preferences, and more. Learners are regarded as human beings that should be given the freedom to experience learning in their own terms and the opportunity to be recognized as who they are.

This approach in education also provides personalized learning opportunities. Having their backgrounds and situations considered, learners could be supported more on their needs and interests and not be confined with the frame of “one size fits all” mentality. Learners are diverse, and the learning should be too. The classroom differentiation and inclusiveness are the two most effective mechanisms to deliver humanized education. Recognizing learners are individually different and should be educated irrespective of the said differences permeates more opportunities for meaningful learning experiences for them.
Unfortunately, many of the learners in the public schools, and even in private schools, are deprived of more learning opportunities and access. With the government’s aid and the private sector’s assistance, learners must be given an equal chance for technology access and learning support.

Though the principle behind humanized education by personalizing instruction is a bit taxing for the teachers, there are a lot of technologies and pedagogies that can be tapped to remodel instruction based on the needs and interests of the learners. It is never too late to reform the way how we delivered instruction. Education in the 21st-century is very dynamic and flexible, and so are we as teaching professionals.

References: