ONLINE PLATFORM USAGE: SCREEN TIME FOR EFFECTIVE TEACHING-LEARNING PROCESS

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There are some concerns raised with the use of online learning as a modality under the new normal in education. Apart from gadgets/devices, resources, and internet connectivity issues, the number of hours that should be spent in online learning is among the first questions raised by parents, teachers, and even stakeholders in the use of online distance learning (ODL).

In the conduct of asynchronous (non-real-time interaction) and synchronous (real-time interaction) teaching-learning sessions, the Screen Time Guidelines for various ages as prescribed by the American Academy of Pediatrics (AAP) and World Health Organization (WHO) is advised among schools (Memorandum DM-CI-2020-00162). Such includes:

a) For Key Stage 1 (K to 3): At most, one hour daily for Kindergarten and one hour to 1.5 hours for Grades 1 to 3

b) For Key Stage 2 (Grades 4 to 6): Up to two hours

c) For Key Stage 3 (Grade 7 – 10): Up to two hours for Grades 7-8 and up to four hours for Grades 9-10 (two hours in the morning and the other two hours in the afternoon)

d) For Key Stage 4 (Grades 11 to 12): At most four hours (two hours in the morning and the other two hours in the afternoon)

Such limitation on the allowable screen time has been done so to lessen the ill-effects of too much exposure to blue light and radiation while using gadgets/devices. More so, studies have shown that too much screen time has ill-effects on the body (e.g.
obesity, sleep deprivation), brain (e.g., shrinking on brain processing), and behavior (e.g., aggression and violence). More especially, too much screen time may bring academic problems too, as they perform poorly on various tests and other performances.

To regulate screen time, it is essential that teachers and parents become partners in monitoring the activities done by the learners online. By following the weekly home learning plan, parents, teachers, and learners are well-guided on the flow of the teaching-learning process, allowing fruitful and meaningful lessons and discoveries without compromising the health of the learners.

Planning for the activities and specifying the means on how to do them will not only save time for the teachers but also would lessen the burden of overworking and overlapping of activities for the learners. Aside from online activities, the learners must be provided with other essential activities and performance-based tasks to promote also locomotion, motor-sensory, auditory, and other needed skills to develop according to the most essential learning competencies.

References: