PARADIGM SHIFT OF THE TEACHING-LEARNING PROCESS: VENTURING THE PROS AND CONS OF ALTERNATIVE DELIVERY MODES

by:

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No one has ever expected the situation we have since March 2019. The pandemic has successfully changed most of our ways, our operations, the systems we apply, and even the routine we do at home and at work. Many of us even attested that our experiences during the lockdown were a combination of adversities and blessings. People were even restricted to work in the office to avoid the spreading of the virus. Before, the priority was to promote the social well-being of the citizens; nowadays, physical, and mental health aspects top the line. As a school administrator, it is a challenge to ensure that the teachers, and the students maintain a healthy lifestyle and rich learning environment since the teaching-learning process has shifted its paradigm and setting — from physical interaction to virtual mode and homeschooling. On June 5, 2019, the Philippine President Rodrigo “Roa” Duterte stated there should be no classes until a COVID-19 vaccine is developed. By saying the word, “classes”, he pertained to the physical classroom interaction. Having said this, the usual opening of the school year was ratified, that instead of June, it officially began in October. It should be further noted that teachers still faced problems on how to enumerate possible alternative delivery modes that will suffice the needs of the learners. In fact, the months that rendered preparations for the prime movers of education were still insufficient to cover everything. On this regard, the Department of Education announced that without physical classroom interaction, the alternative delivery modes shall include: 1.) Modular Learning; 2.) Online Classes (Synchronous and Asynchronous); 3.) Television, and Radio Broadcasting Systems; and 4.) Blended Learning. Public schools must not require the students to attend online classes to consider those who do not have the means. Most of the teachers have
attended seminars and trainings in designing a learning module which is somehow an additional expense to work. Needless to say, the advocacy is to educate all the children, and the youth regardless of the epidemic. According to the 2012 DO No. 54 series or the Policy Guidelines on the Implementation of Alternative Delivery Modes, the primary objective of the ADMs is to resolve the issue of congestion in the classroom, and other circumstances and conditions that discourage children from going to and remaining in school. DepEd has anchored the implementation of the ADMs based in the following principles: 1.) Basic education is free and shall be accessible to all; 2.) Education is a right of every individual; 3.) Education is inclusive and not discriminating; and 4.) Stakeholder participation is integral to total child development. ADMs were not created just for the COVID-19 situation. It was then considered as a contingency plan to reach out the majority of the learners in the country. Teachers do a lot of diggings and research before using such learning materials or even learning platforms. Even before the unexpected pandemic, there are some private schools implementing online platforms as the part of their features in the teaching-learning process. In the case of public schools, both students and teachers are also engaged in online deliveries. I, myself, utilize Messenger and Facebook Groups, even email and Google Meet to update the teachers in our school. I have listed down the positive and negative implications or the pros, and cons of using such learning platforms. Advantages: 1. Online learning platforms are instant. Teachers are able to send messages and lessons so quickly. 2. The soft copies of the lessons and PowerPoint presentations are saved as archives that can be accessed by anyone anytime. 3. There are many Online Learning Platforms that are free to use. 4. It is mostly reliable, aside from being accessible; and it is a nice way to go with the flow of technological advancement in learning. 5. Online Learning Platforms are proven to assist learners to better their comprehension. 6. It takes a short time to have any piece of information as long as internet is at a full speed. 7. Regarding concrete classroom learning platforms, traditional practices are only old, and not in a way too obsolete. What I mean is, teachers are the best Instructional Operators of such learning scales. 8. Papers, boards, art clips, or
even projectors are considered primary materials if teachers opted to shoot a video of him or her discussing the lessons before uploading it to the group as a part of Asynchronous online class. 9. The lessons are widely emphasized. 10. Lastly, there are learning materials and ADMs that can be used repeatedly. Disadvantages: 1. Most ADMs nowadays are expensive (such as computers, mobile phones, internet, and even the printing of modules in multiple copies). 2. Not all students have the means to access everything. 3. The materials and alternative platforms must be relevant to the lessons, and competencies being taught. Just using, so may not provide worthy knowledge, and it may become useless. 4. Assessment and evaluation forms can be difficult to design. 5. Sudden power outage interrupts virtual classes. 6. The learners may find the learning modules difficult to comprehend. In the corner of every hardship faced by the students, and the teachers comes the light of hope that learning is a very special key that must be instilled and that must not be set aside for a while. There are too many alternatives to teach and to learn, but we can innovate some things that will definitely be suitable to the needs of our young generation. We, as prime movers, must not only rely on what is given to us. Let us take the chances of believing that we can do more; we can have bright ideas that will embrace those who are waiting for them. Real education does not stick to the pedagogy itself, it comes out of the educator’s passion to uphold the core values and carry out the mission that will leave a mark in the history.

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References:
