PARENT SUPPORT EXPERIENCES ON MODULAR LEARNING

by:
Jane A. Barrioquinto
Teacher III, Mt. View Elementary School

Education is one of the most important aspects of society that has been impacted by the global COVID-19 pandemic. It's the first public health emergency to have had a substantial impact on all students' lives, not only in the Philippines but around the world.

As Xia (2020) points out, most countries around the world have temporarily closed educational institutions to prevent the spread of COVID-19. Schools serve as hubs for human interaction and social interaction. When schools are closed, many children and young adults lack the social interaction that is vital for learning and growth. This has immediate and long-term consequences, especially for vulnerable and underprivileged people.

Because of the COVID-19 pandemic and perceived issues related to the implementation of the Education Department's (DepEd) program on 'distant learning' and the Commission on Higher Education's so-called 'flexible learning' program (CHED), as well as online, some segments of Philippine society were calling for an academic freeze even before the start of the school year 2020-2021. CHED and DepEd, on the other hand, are both convinced that learning must continue even in the event of a pandemic. However, in a third-world country like the Philippines, online or digital learning may not seem feasible. As a result, modular learning through self-learning modules became popular, particularly in public primary schools.

Both academics and parents have been affected by the COVID-19 pandemic's widespread incidence. As a result of the unexpected closure of schools, students are missing out on social interaction, which is crucial for better learning and grooming, while
most schools have begun offering online programs. For parents who work from home and must ensure their children's education, this has become a difficult habit to break.

References: