PEDAGOGICAL ADAPTATIONS AND FLEXIBILITY IN THE NEW NORMAL CLASSROOM

by:
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“Whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning”

- Paulo Freire (Pedagogy of Freedom, 1996).

The school year 2020 is an extraordinary time for learning in the face of a global pandemic. The scale of uncertainty outweighs the importance of education and the level of infection risk is acceptable when considering what could be lost developmentally. This pandemic has shifted and changed the role of teacher’s pedagogical adaptations and the need for flexibility to student-teacher interactions is highlighted.

This global crisis has taught teachers on how to divide their time between teaching, engaging with students, and administrative tasks. There was an adjustment in the curriculum, in lesson plans, and time allocation through the prescribed alternative work arrangement as a COVID-19 infection prevention. The traditional face-to-face lecturing does not translate to a remote learning environment making the household as their new classroom. Education leaders have combined high-tech and low-tech approaches to better support student learning using SMS, printed handouts, and continuous teacher feedback.

The innovative learning kit has become a necessity amidst the restrictive environment, as we rely on digital technology in doing business, communicating, and continuing learning. The role of technology and its use in the classroom is growing exponentially and profoundly relevant in today’s global crisis. The teachers incorporate these technologies in more forms than ever before in promoting teaching in a synchronous and asynchronous settings.
They also seek opportunities to strengthen and continue education with the use of these instructional technology resources such as curriculum presentation, student collaboration, learning evaluation as well as to reach out and way to contact our students.

Increased use of instructional technology resources has been very significant in changing the ways of teaching. Its impact has generated this changing role for learning to continue. Video conferencing tools, chat groups, video meetings, and also document sharing are the channels to reach out to students in real-time. Teacher-student engagement are enhanced and better support student learning through improved access to learning programs ensuring students access to paper-based learning materials and frequent home visits to monitor distance learning activities.

While technology continues to be a useful tool in augmenting modern ways to teaching practices, many innovations have remained an additional tool in the classroom because many of the latest instructional technology tools have not been generally adopted by teachers. Still traditional offline learning and e-learning can go hand by hand and improving technology-based teaching allows for deeper learning.

This hurried nature to transition online may have delayed education goals but those who experienced its benefits first-hand plan to make e-learning part of their ‘new normal’ as new learning catalyst and method of educating students. Most were not prepared for such change but this global pandemic, the shutting down of face-to-face classes by moving to remote and online teaching formats have definitely changed the everybody’s role. As with all things, circumstances still matter, at least for now.

References:

