THE TRANSITION OF TRADITIONAL LEARNING TO HOME-BASED LEARNING

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A recent public health emergency, coronavirus disease 2019, had surfaced in Wuhan, China threatening not only the Chinese residents but also all of humanity as it spread in almost all of the countries. COVID 19 was considered to have the potential for a pandemic not until March 11, 2020 as the World Health Organization (WHO) officially announced it.

Before any other concern, certainly, COVID 19 pandemic is a global health problem. However, as chaotic as it may seem, there are a lot of sectors that the pandemic is disrupting. To name a few of these disruptions, there are travel bans, global economic recession, and misinformation and controversies. And for this same reason, educational policymakers are put in a position of dilemma. They are to decide whether to open classes with the risk of COVID 19 transmission and saving lives or closing schools with the possibility of workers losing their jobs and economic failure. But as noted, the disease is a health concern, therefore, the prevention of the disease transmission must be and should be a priority.

The Department of Education stated that the traditional learning would transition to an alternative one. In addition, it was emphasized that online learning was only one of its many options. DepEd noted that the reality of not everyone having the same resources was not ignored as this home-based learning offers not only online classes but also any or a blending of TV, radio, and online and printed modules.
Nevertheless, conflicts and concerns regarding the ‘new normal’ learning system are sure to arise. For instance, traditional exams are to be replaced by online assessment tools and this particular area is new to both the teachers and students. Although it is to be expected that the measurement error is larger than usual, hopefully, with all the help that is necessary and needed, it will be lessened.

References:


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