UPHOLDING LEARNING CONTINUITY AMIDST COVID-19 PANDEMIC

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COVID-19 Pandemic is one of the biggest struggles so far for learners, parents, teachers and school administrators. The normal functioning of schools is still affected because of the continuous reinforcement of health protocols by the government. Due to the prohibition to conduct face-to-face classes, pupils are required to stay at home and learn to study by themselves with the guidance of their parents. For this reason, education leaders are continuing to facilitate plans and implementation of adaptive responses to upcoming education challenges.

The new normal in education is more than just creating a safe and healthy environment for learners and teachers it is about looking for and addressing the best educational platform for educators and students. In accordance to this, leaders of private and public educational institutions came up with alternative ways for students and teachers to continue with their studies while staying at home. Every effort was exhausted to sustain distance learning especially in public schools wherein problems arose due to various factors. It is suggested that it would be helpful to categorize the resources needed to support education continuity to be used by teachers, learners and parents outside school (Reimers, Schleicher, Saavedra, & Tuominen, 2020). This process informs teachers and parents which resources are designed to serve that goal, or which is useful for them. The resources are categorized into three broad sections according to its purpose:

Curriculum Resources. These include lessons, videos, learning modules for students and any other resources that directly support students in gathering and
acquiring new knowledge and skills. Blended learning is implemented by Department of Education (DepEd) by providing videos and learning modules. It has launched online study platform called DepEd Commons. It is to help students to continue their lessons at the comfort of their house. Learning modules are widely used especially in public schools wherein most students do not have internet access. For those students with online or digital platforms, they can freely access digital library with variety of subjects, themes and reading levels (Hernando-Malipot, 2020). These are e-learning websites for specific subject area, cyber learning system for primary to lower secondary school students and other learning portals.

Professional Development Resources. These are resources which can help and support teachers and parents in guiding the students in honing their skills. This promotes development for educators to teach remotely or more generally amplify their capacity to uphold learners who are now learning more independently at home. These also include continuous online trainings, seminars and lectures for teachers, parenting seminars for parents or guardians with resources for parents about health, wellness, nutrition and early stimulation for children. This also includes Google educational resources platform for teachers, leaders and administrators that are easy to access and user friendly.

Tools for Learning. These are the resources that can manage teaching and learning such as communication tools via Google classroom. It is a free webpage designed for teachers to create classes, giving instructions, quizzes and assignment. It can also through Zoom App. It is a video communications tool with a cloud platform for video and audio conferencing, webinars and collaborations, social learning videos, learning management systems or other tools that educators, parents and students can use to access educational content. Other examples are flashcards in which students can make for their personal learning and other game base learning platforms.
While DepEd carries most of the load, the role of the parents as well as the local government unit is compelling. An alignment of education and resources from each community is needed to support the education system by working together for the pupils to receive quality education. This will grant learners and communities to promote positive learning instead of feeling anxious about the present situation. Parents and teachers play a vital part in guiding the pupils. Looking forward that these resources will help those participating across institutions and learners to uphold the continuity of learning during this challenging crisis.

References:
