

Bridging The Gap Of The Implemented Modular Learning Modality In The New Normal

Devender Singh^{1*}

Abstract

The qualitative research design with content analysis was employed to twenty (20) teachers during the interview. Data were thematically interpreted. The study revealed that challenges of remote learning will be greater for vulnerable or disadvantaged students, who are most at risk of disrupted learning continuity and of other potential harms while out of school. To bridge the learning gap in the new trends of educational system. Teacher engagement and contact with these students will therefore be critically important. Effective remote teaching is neither teacher-led nor student-directed. Teaching activities should be maximized in order to promote metacognitive strategies. Likewise, teachers' must flexible in using different platforms such as dialogue, centralized radio, and TV broadcasting. Hence, to continue achieving the benchmark of teaching, (1) teacher's must priority students' who are vulnerable and (2) enhance remote instruction for cognitive engagement.

Keywords: Teaching Pedagogy, Instructional Materials And Modular Instruction.

I. INTRODUCTION

If one has to look closely at the contemporary problem of how to raise the quality of education amidst COVID- 19, no matter what the discipline is, it would clear that concrete evaluation, effective instructional model lies on the right objectives in the teaching and learning process (Macarandang, 2009). Evaluation of students' is very essential in the attainment of educational objectives, it is done in a gradual manner where the instructional materials are always the subject for evaluation.

The Department of Education (DepEd) concerted efforts to develop a better framework to continue learning and serves as a guiding principle of the whole Educational System. The framework is composed of four pillars in education such: Transition program, Infrastructure readiness, School Readiness, and Human Resource. School Readiness engrosses the teaching learning modalities to help learners to develop skills and to continue the learning amidst the crisis face. One of these learning modalities is the distance learning modality or modular learning modality wherein majority of the public and private institutions of the Philippines adapt.

More so, the act of teaching in this pandemic time is so complex that it cannot be said that a specific way of teaching is superior to other ways for all times and circumstances.

The inclination of the Primary and Secondary Schools around the Philippines continues even in the hardest time. The use of modular teaching modality as teaching platform is not easy in attaining the benchmarks, curriculum standards, activity standards and evaluation standards in each of the subjects. In fact, Aloran Trade High School is still looking for the best educational instructional mode to provide the best method of teaching that will encourage independent study, critical thinking, resourcefulness, and cooperation among students in recent time.

For this reason, the researchers conducted a study to bridge the gap of the implemented modular

^{1*}Dept. of Computer Science & Engineering RDEC, Ghaziabad, Email- amit.kumar@gmail.com

learning modality as academic intervention.

II. METHODOLOGY

This research method involves visual, aural material and textual, that are systematically recorded and categorized when they analyze. As such, the method determined the smaller perspective and range in gathering the needed information to answer the problems of this research. This method is concerned with bridging the gap of the implemented modular learning modality as an academic intervention.

There were twenty (20) participants in the study. The participants included the following: (1) a classroom teacher (2) having experienced teaching using modular approach to the learners during pandemic time; (3) and having given the consent to serve as participants of the study. Snowball and purposive sampling techniques were used in selecting the participants. Patton (2005) described snow ball or chain sampling as an approach for locating information in research. Key contacts usually suggest possible individual's who can serve as additional Participants for the research being undertaken. In this study, purposive sampling was observed since the researchers had the criteria for selecting the participant.

III. MODELING AND ANALYSIS

Four central themes merged in this study pertaining to the implemented modular learning modality namely:

(1) quality teaching in modular approach, (2) best practices in providing quality remote learning, (3) addressing learning gaps of the learners, and (4) development programs. The themes were based on the interview transcripts and the literature and studies reviewed for the present study.

Quality Teaching in Modular Approach

This theme pertains to the quality teaching in modular approach. As teachers, they believed that amidst pandemic, education must continue. Participants cited,

[P1] "I provided quality teaching in modular approach by using the modules published from Department of Education Regional and Central Office"

Through these, instructional modules were crafted by some experts, teachers and authors aligned to the specialization which undergone a series of evaluation to attain the benchmark in education.

On the other hand, participant contended,

[P2] "I used simple words for some instructions to avoid confusing and see to it that the module is easy to understand"

[P3] "I identified key contents from the most learning essential competencies (MELC) and integrate them into one"

[P4] "I see to it that I am accessible to my students by contacting me through my cellular phone and messengers for follow up"

[P5] "Be adaptive to sudden changes enables me to provide quality education"

This was exemplified by Bautista (2015) set that a self-directing instruction improve the students' capacity through autonomous learning. He clarifies that classroom instruction utilizing modules is depicted as self- pacing where the students' become advance in their learning and possess assignments at their own ways.

In other words, the progress of the students depends on how the teacher, experts developed based on the need of the students and the competencies they need to acquire at the end course.

Best Practices in Providing Quality Remote Learning

The second theme reflects the best practices in providing quality remote learning. When COVID-19 cases still on the rise in much of the country, the remote learning experiment in most schools still isn't a clear vision of what quality remote learning should look like during a pandemic. Hence,

teaching is significant in remote area if learning is accessible. Participants cited, [P6] “I gave feedback and instructions in their respective Group Chats (GC), face book messenger and text message for some clarifications”

[P7] “I explained some instructions of the activities to the parents who will get their modules”

[P8] “I took photo on some of the activities not answered by the students and sent to them in order to be inform”

Giving compelling remote teaching, instructors must be able to arrange well an structured lessons, adjust the strategies to meet the student needs, and make precise, productive use of assessment, as they would in face-to-face education. In any case, self-paced learning requires expanded flexibility and academic execution where the level of the teacher’s computerized aptitudes developed. Also, farther exercises can be upgraded with the used of both online learning and offline media such as TV and radio broadcasting. Where online framework exists, school closures give an opportunity for reflection on how innovation can be utilized to enhance the learning – both in this emergency and past.

Addressing Learning Gap soft he Learners

Through the aid of innovative teaching platforms, teachers will be able to link the gap between the students’ learning and teaching approaches. Participants cited, [P9] “I have experienced learning gaps in TVE-subjects, I asked the TVE teachers to make videos to reinforce the learning and I will distribute the videos thru their parents by providing USB for those who don’t have internet access”

[P10] “Students who are allowed to visit the school, I employed blended approach for face-to face consultation following the physical restrictions”

[P11] “I asked assistance from the Barangay officials for follow-up students who are not reachable by phones and messenger”

[P12] “Decongestion of overlapping module activities and asking feedback to parents about their child condition and in the process of answering the module”

Viable directions on a well-designed learning technique that is clear and quantifiable. Gaytan and McEwen, (2007) states that “effective instruction includes interpreting the special benefits of face-to-face interaction to measured activities”. A well-designed course is one that cultivates learning and interaction. Adjust course objectives, evaluations, and guide lines will guarantee a consistent advance learning. When these three elements are not made feasible, it is likely difficult to students to criticize the exams did not cover course materials or instructors may feel the e understudies did not ace the fabric indeed in spite of the fact that they passed the course (Carnegie Mellon, 2011).

Similarly, Participants contented,

[P13] “I used individual monitoring plan that will address the learning gap soft he students”

The Individual Learning Monitoring Plan (ILMP) monitors the learning progress based on the given intervention strategies. A particular instrument that exemplifies the learners performance as appeared by their outcomes based on the summative evaluations.

In similar vein, Salandanan (2011) discuss further that effective teaching platforms offers the best means by which a teacher can provide direction to students’ daily search for new understandings and verifications. She explained further that the best teachers must adhere in the latest teaching methods, aware of the goals of education, and equipped with appropriate instructional materials in the learning process.

Development Program

The fourth theme discusses the development programs in the teaching and learning process. United Nations Educational, Scientific and Cultural Organization (UNESCO), 2020 divulged that a substantial pedagogy constitutes the learning of the students across the areas in cognitive, metacognitive, and psychomotor. Participants cited,

[P14] “It is important to have feedbacking after checking the modules so that they would know their performance and identify the areas need to practice”

[P15] “There should be collaboration between the Local Government Unit (LGU) and

theSchool during retrieval and distribution of modules so that this will be facilitated well”

[P16] “I created a facebook page for some clarifications and instructions in my subject so that students’ can adapt and cope up the modules”

[P17] “Other teaching platforms must introduce such as Radio-Based Instruction (RBI) or any teaching platforms that may suitable in the area”

With the use of technology, the educational system continues by innovating holistic approaches that alleviate the needs of the students. Feedbacking as a key component that includes the arrangement of data approximately, and perspectives of understanding and execution of the learners. Successful feedbacking helps the learner to reflect on their learning and its learning strategies so they can make alterations to create advance in learning. On the other hand, radio instruction as elective learning conveyance mode utilizing g radio broadcast provide learning opportunities to listeners and empower them to secure equivalency with in the lessons. Through these, teachers can create a measurable standard set for learning in which students’ can be measured in order to keep track for success, and can ultimately attain the standards for education in a school setting.

IV. CONCLUSION

The Covid-19 widespread has caused phenomenal disturbance to education all over the world. In this setting, educators and leaders must adjust their strategies and pedagogies rapidly to guarantee the leading results to continue learning. The faces of remote learning will be more susceptible to handicap students, who are at risk of learning and of other possible problems while out of school. To bridge the learning gap in the new trend of educational system. Teacher engagement and contact with these students will therefore be critically important. Effective remote teaching is neither teacher-led nor student-directed. Teaching activities should be maximized in order to promote metacognitive strategies. Likewise, teachers’ must flexible in using different platforms such as dialogue, centralized radio, and TV broadcasting. Hence, to continue achieving the benchmark of teaching, (1) teacher’s must priority students’ who are vulnerable and (2) enhance remote instruction for cognitive engagement.

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