



ADAPTIVE STRATEGIES FOR THE PRODUCTION OF SELF-LEARNING MODULES (SLM): EVALUATIVE REVIEW

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ABSTRACT:

Given that the worldwide pandemic COVID19 seems to have had a significant influence in our country as well as around the world, numerous adjustments, innovations, adaptations, and protocols have been implemented in order to adapt to what we now refer to as the "New Normal." Aside from the changes it brought to the economic system and our way of life during the epidemic, a significant shift happened in the educational system. Not to mention the changes it brought to economic system and our way of life during the pandemic time, a vast change occurred in the education system of the Department of Education in the implementation of different modalities of learning as well as new teaching approaches and innovations that would cater the needs of every learner. The Office of Instruction see into ways and implies to teach the learners and search for choices in arrange for learning to be accomplished in spite of the dangers of the Widespread. There are so numerous components that would influence the learning advancement of a child as they welcome learning in their claim domestic within the nearness of learning modules This widespread would be a challenge to both the instructors and the guardians to encourage the learning of a child. This study assessed how recreation, reconstruction, or adjustment of modules enormously influence a child's learning improvement amid the widespread. The discoveries from this consider emphasize advance advancement required for the method. The comes about of the discoveries have coordinate suggestions on future creation and advancement of Learning modules.

KEYWORDS:

INNOVATIONS, PANDEMIC, LEARNING MODULES, EDUCATION SYSTEM.

I. INTRODUCTION

The Philippine instruction framework is presently adjusting to the modern mixed learning as schools opens were set to continue its classes across the nation on October 5, 2020. In spite of the calls for a scholastic solidify due to the crown infection flare-up, the Department of Education still accepts that instruction ought to not be compromised.

DepEd Secretary Leonor Briones said that Education cannot wait. To preserve the instruction of millions of Filipino students, the government actualized a separate learning approach. Remove learning, too known as correspondence education or home ponder, could be a frame of instruction where there's small or no face-to-face interaction between students and their teachers

This sort of methodology has three categories. In which, one of the exceedingly helpful for most of the normal Filipino students is the Modular Distance Learning. It was moreover the foremost favoured learning framework of majority of parents/guardians based on the result of the Learning Enrollment and Overview Frame (LESF).

DEPED will be the one to supply and disperse the self

-learning modules to each student each week through their individual schools. They will have adequate time to consider and survey the modules some time recently the begin of week-by-week class.

Students are anticipated to complete the assignment and pass their outputs at the end of the week. Open communication between the educator to students and/or instructor to parents/guardians is additionally part of the standard. Typically to guarantee and screen the advance learning of the students at home

Fair the thought of considering at domestic gives students the spooky feeling of flexibility and extravagance of being less influenced. On the other hand, this measured remove learning has certain difficulties to both guardians and students.

II. OBJECTIVE

This evaluative think about points to stand as an appraisal thing on how learning prepares or advance of a

This evaluative consider points to stand as an evaluation thing on how learning handle or advance of a child is influenced. Particularly, the effectivity of the learning

modalities being utilized in agreement to the learner's mental capacity based on the competencies commanded by the Department of Education,

1. To oblige the assortment of favoured learning modules at distinctive learning levels, shifted modes of learning materials ought to be provided.
2. To hold in each quarter, a DepEd faculty who ought to have instructional exercise sessions or classes for module scholars in each region or division.
3. To have a persistent verification perusing of modules, to be done by quality mediators and scholars as well.
4. To utilize full and portion time directions originators to guarantee instructionally sound print modules.

III. METHODOLOGY

This study uses a descriptive research approach in which the information is coming from credible electronic sources. It scrutinizes data from present implementing guidelines to make a better method in producing self-learning modules, the one that answers the issues and concerns of learners in this kind of teaching-learning process.

This research paper contains suggestions from reliable writers of self-learning modules (SLM) that would aid teacher-writers in producing SLM that is appealing to the learners. As a result, it could create excitement and self-reliance on the part of learners in answering their modules.

PRESENTATION OF DATA AND ANALYSIS

A. CHALLENGES ENCOUNTERED BY LEARNERS IN DEALING WITH SELF-LEARNING MODULES

The Department of Education (DepEd) provides Self-Learning Modules (SLMs) containing the alternative learning delivery modalities that will cater to different types of learners across the Philippines. "The SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19" (DepEd Secretary Leonor Briones). SLMs are delivered in printed format to schools located in coastal areas, remote provinces, and communities without access to the internet or electricity. The Department of Education has announced that SLMs can also be accessed online or offline for households with gadgets and devices.

Despite all the preparations made by the Department of Education, the transitioning from traditional face-to-face learning to Self-Learning Modules can be an entirely different experience for the learners, the parents, and the educators, which they must adapt to with little or no other alternatives available. The following factors mark a tremendous impact on the learning performance of learners while using Self Learning Modules:

PARENTS ARE WORKING

According to Noel Pabalate of Manila Bulletin 2020, despite the crowds in Divisoria, a market vendor mother is confident that she and her daughter will not catch the virus. She stresses that they observe health protocols, like wearing face masks and shields while maintaining as much social distancing as possible with customers. But that is not the only thing she has to manage. While still attending to the customers who come and go, the young mother tries to be as hands-on as possible in helping her daughter's module. A parent with more than one learner of different grade levels found it hard to give equal attention to his children as they began the new normal of modular schooling. Tired from a day's work, sometimes parents had hard times finding the energy to be a teacher and retire early to bed, leaving their child helpless in answering his modules.

THE INCOMPETENCE OF PARENTS TO TEACH THEIR CHILD.

Noel Pabalate of Manila Bulletin stressed out that the learner's parents are said to be burned out and grieving at the same time as they try to meet the expectations of the Department of Education by doing their best in facilitating the teaching-learning process in their respective homes. In Quezon City, a sari-sari store transforms into a classroom. A widow and mother of six, two of whom are twins, has to manage to teach her children while also has to manage her store. She has four children enrolled in an elementary public school, but helping them with their modular lessons is not as easy as ABCs and 123s. Aside from the fact that the young ones can be unruly at times, she confesses that she can only teach a portion of the module, the part she understands. With the lessons printed in English, however, most parents admit that they have difficulty comprehending everything.

LACK OF GADGETS AND INTERNET SIGNALS IN DOING RESEARCH

Despite adopting modular-based learning in areas with no stable Internet connection, students still need Internet access to communicate with their teachers and to do research when they cannot understand something correctly. For a family with many learners, internet information is scarce when they have only one electronic gadget. Like for example, seven siblings share one cell phone for all of their online and modular learning. Each day, they make sure those who need the gadget the most will get to use it. But there is no reliable Internet signal for, and no extra money for the pre-paid load. So they rely on modular learning with lessons they all admit are difficult to comprehend, Noel Pabalate of Manila Bulletin added.

POOR QUALITY OF PRINTED MODULES

The parents are very appreciative to the Department of Education and the Local Government for their efforts on the printed modules. As parents saw the modules of their children day in and day out, they realized that something needed to be improved. Despite all the efforts, there are still items in the modules that are not readable. Roxanne

Constantino, et al stressed out in their article, Challenges Encountered by Parents in the Education of their Children during COVID-19 Pandemic, that some colors of the figures are also not appropriate.

THE GREAT NUMBER OF ACTIVITIES IN EACH MODULE

Dangle et.al, the author of the article "The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools" said that the number of activities in each module is one of the main problems that emerged in the implementation of Modular Distance Learning. One of the concerns of the students is that they do not have enough time to answer all the modules within a week. Most of the parents said the lesser is better

B. ADAPTIVE STRATEGY FOR THE PRODUCTION OF SELF-LEARNING MODULES

The Department of Education described the Alternative Delivery Modules or Self-Learning Modules (SLMS) as **self-contained, self-instructional, self-paced, and interactive learning resources for public schools**. The SLM should be for learning a specific topic or lesson, where the learner interacts actively with the instructional material rather than reading for it passively (DepEd 2020).

Well-versed and competent authors of self-learning modules cited some information on how Self-Learning Modules should be. The tips strengthen the aspirations of the Department of Education and can be of great help to module writers in producing the most effective SLM that patterned the mandate of the Department of Education. Furthermore, this will enable them to address the challenges of the learners in this type of learning modality.

Craig A. Maile and Margi Stone Cooper in their compilation; The CIMC Guide to Developing Modules For Self-Paced Learning: A Handbook for Teachers said that the most effective, self-paced learning modules should possess the following qualities.

- Logical (sequence). The steps reflect occupational steps, prerequisite knowledge and abilities, and difficulty.
- Self-contained. The learners can pick up (or access) the module and begin work without the instructor's intervention, can proceed through the module based on clear instructions about what to do in all likely situations, including what to do at the end of the module.
- Comprehensive. The module includes references and all contents that relate to the learning objectives or competencies.
- Cohesive. The module content is well integrated and contributes to the learner's mastery of the competencies within a reasonable time.
- Doctor Alberto D. Yanzon, of Laguna State Polytechnic University, Los Baños Campus, Los Baños, Laguna of the Philippines on his Validation and Effectiveness of Module in Assessment of Students Learning shows the descriptions of the effective module through his citations of some

prominent authors in writing self-learning modules

- Cross (1976); stressed that learning modules are the progeny of two reform movements in education that included programmed learning and mastery learning. Mastery learning plans contain the major features of the present-day modules: such as Educational objectives are specified; Instruction is organized into learning units; Diagnostic progress tests are administered after each unit; Mastery of one unit is required before the learner is allowed to proceed to the next module or unit.
- Torralba, the leading proponent of learning modules in the Philippines, a module should be self-contained, self-paced, short and well-defined, adequately motivating, sequenced, providing opportunities for interaction with learners, clearly written with the correct language, accurate, not in conflict with other subject matter and values, and utilizing every opportunity to achieve the learning outcome.
- Fe C. Nepomuceno described a module as a short segment program interwoven between other forms of instruction to cover limited, specific units rather than an entire course. It focuses on distinctive, identifiable skills or set of skills or outcomes other than skills; It is short to enable students to use their study time efficiently; It is essentially self-teaching, even though it may encourage group work;

IV. CONCLUSION

Amid these attempting times of widespread, the adaptability of the public school instructors within the Philippines is extended past it restrain. This evaluative consider points to assess the versatile methodologies within the generation of self-learning modules of public schools. It can be concluded that:

1. Most common challenges experienced by learners in public schools are: No one can help them in answering their modules for both of their parents are working, their guardians are awkward sufficient to reply their inquiries, they lack gadgets and web signals in making investigations, the module they gotten isn't clearly printed particularly the images that are utilized and the great number of exercises in each module that they don't have sufficient time to answer all of them.
2. The foremost versatile procedures in producing self-learning module is to form the one which is coherent, self-contained, comprehensive and cohesive.
3. The Module Scholars in Public Schools explore for positive ways in managing with the challenges brought by this pandemic as appeared within the way how City of Naga Division oversee the generation of learned people created Self Learning Modules.
4. The generation of Self learning Modules enormously influence the scholastic execution and passionate

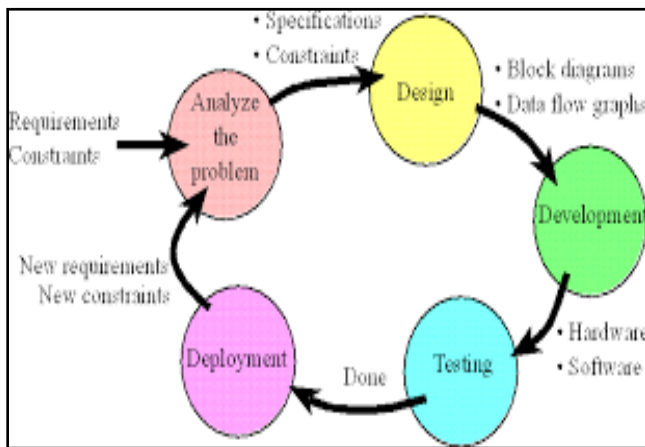
well-being of the learners.

5. The Versatile procedures for the Generation of Self-learning Modules contains recommendations that will help module scholars to create the foremost compelling SLM that designs the beliefs of the DEPED and facilitates the challenges of the learners within the new normal school.

V. RECOMMENDATION

Two of the foremost challenging components within the nonstop change of the printed modules are the local writers and the time factor required for module composing. Writers as the most figures for module composing ought to have a intensive encounter in composing through a few classes and workshops to make strides the LMS fitted for each learning capacity, The said modules ought to be tried to begin with in case it'll fit the standard levels of a learner. The improvement of any one module requires at slightest 4½ months to be created. In spite of the fact that the improvement time given is considered sufficient, more regularly than not, the genuine improvement time is diminished since of unanticipated circumstances.

Due to our inventive, and qualified writers, fast advance, more modern programs have been included by resources and school. In adapting with this extension and the request for more print modules, DEPED has to discover the correct adjust of workload and time apportioned for the advancement of print module. The City of Naga has to improve on its improvement prepare by being proficient, slick and efficient. All parties included within the generation of the print modules are capable for guaranteeing convenience at all time. A proposed advancement cycle of print module is appeared in Figure underneath proposed improvement cycle for print module It is vital to keep in mind that quality is everyone's obligations. The method proprietors must be similarly capable towards accomplishing



the DEPED's mission of creating quality learning materials for its learners. All over can be accomplished in case everybody acclimates to a tall level of polished skill in all errands. Polished skill includes not as it were doing things right, moral but moreover proficient in open

communication. DEPED must proceed building superior improvement group and competent group individuals through exacting determination of group individuals and ceaseless preparing to the group individuals. Besides, they ought to look at the criticism gotten from improvement group and administration and utilize this criticism to persistently progress the quality of its learning modules.

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