



EFFECTIVENESS IN THE LEARNING DELIVERY MODULAR MODALITY OF THE ALS LEARNERS IN THE NEW NORMAL

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ABSTRACT:

Face to face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way to the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success.

This journal has provided an overview of the Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal, illustrating that modular modality must be improved. This journal indicates that it is insufficient for researchers to simply research the Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal. They also need to conduct formative intervention studies, conduct surveys within the respondents, and furthermore, conduct research on these processes. More research is needed to show how outside resource persons, as researchers, can contribute to the Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal.

KEYWORDS:

DISTANCE LEARNING MODALITIES, MODULAR APPROACH IN LEARNING, MODULAR DISTANCE LEARNING, EDUCATION IN COVID-19 PANDEMIC, MODULAR MODALITY OF THE ALS LEARNERS IN THE NEW NORMAL.

INTRODUCTION

Department of Education (DepEd) with our millions of learners are facing enormous challenges because of the COVID-19 pandemic. Despite this scenario, Alternative Learning System's (ALS) teachers continue to enroll learners who do not have a chance to attend and finish formal basic education due to several reasons.

Distance learning has made education more accessible to larger groups of people. It is a convenient way to obtain work experience while completing college or other vocational training. Many organizations, such as the military, large corporations, and government agencies rely on distance education to train service members and employees. Education has also changed as communication technology has revolutionized society.

With an early vision of what it meant to be a non-traditional learner, these pioneers in distance education defined the distance learner as one who is physically separated from the teacher (Rumble, 1986), has a planned and guided learning experience (Holmberg, 1986), and participates in a two-way structured form of distance education that is distinct from the traditional form of classroom instruction (Keegan, 1988). In order to justify the importance of this non-traditional kind of education, early theoretical approaches attempted to define the important and unique attributes of distance education.

Keegan (1986) identifies three historical approaches to the development of a theory of distance education. Theories of autonomy and independence from the 1960s and 1970s,

argued by Wedemeyer's (1977) and Moore (1973), reflect the essential component of the independence of the learner. Otto Peter's (1971) work on a theory of industrialization in the 1960s reflects the attempt to view the field of distance education as an industrialized form of teaching and learning. The third approach integrates theories of interaction and communication formulated by Badth (1982, 1987), and Daniel and Marquis (1979). Using the post-industrial model, Keegan presents these three approaches to the study and development of the academic discipline of distance education. It is this concept of industrialized, open, non-traditional learning that, Keegan says, will change the practice of education.

Wedemeyer's (1981) identifies essential elements of independent learning as greater student responsibility, widely available instruction, effective mix of media and methods, adaptation to individual differences, and a wide variety of start, stop, and learn times. Holmberg (1989) calls for foundations of theory construction around the concepts of independence, learning, and teaching:

Meaningful learning, which anchors new learning matter in the cognitive structures, not rote learning, is the center of interest. Teaching is taken to mean facilitation of learning. Individualization of teaching and learning, encouragement of critical thinking, and far-reaching student autonomy are integrated with this view of learning and teaching (Holmberg, 1989, p. 161).

HOLMBERG SUMMARIZES HIS THEORETICAL APPROACH BY STATING THAT:

Distance education is a concept that covers the

learning-teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments (Holmberg, 1989, p. 168). Garrison and Shale (1987) include in their essential criteria for formulation of a distance education theory the elements of non-contiguous communication, two-way interactive communication, and the use of technology to mediate the necessary two-way communication.

OBJECTIVES OF THE STUDY

This journal aims to justify the effectiveness of the Learning Delivery Modular Modality of the ALS Learners in the New Normal. Specifically, this research review seeks to understand the following areas:

- Determine the challenges experience of students and parents.
- Present the findings on the effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal.
- Provide various recommendations in terms of Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal.
- Propose a concluding statement in order to attain an effective system in terms of Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal

METHODOLOGY

This is a descriptive research which utilizes data from reliable web portals, topical and latest published research materials. It analyses the different data to determine effectiveness of the Learning Delivery Modular Modality of the ALS Learners in the New Normal which can be an integral part of school development. The content of this paper also utilized related studies and review of related literature as a source of reference in finding knowledge and information that response all the questions of this paper. In addition, this paper identifies different areas that will come up with immediate plan of action to the Learning Delivery Modular Modality of the ALS Learners in the New Normal.

PRESENTATION OF DATA AND ANALYSIS

RESEARCH METHOD

This study used the descriptive method research which requires factual information to gather, tabulate, analyze and interpret data.

FINDINGS ON EFFECTIVENESS OF THE LEARNING DELIVERY MODULAR MODALITY OF THE ALS LEARNERS IN THE NEW NORMAL

THE REALITIES OF MODULAR LEARNING

The modular learning approach is hanging by a thread, and it's not the teachers' or the students' fault. The plan seems to be flawed from the start. With so many students,

especially in public schools, it would be hard to give each one equal and undivided attention. Teachers also struggle to reach out to all of their students but fall short because economic and social factors stand in their way.

DepEd is well aware of the situation between students and teachers. Not everyone is privileged enough to own a laptop or a phone or to have a stable, uninterrupted internet connection or data. Modular learning was the band-aid solution to these economic shortcomings. But what they failed to consider (or refused to acknowledge) is that every student's home life is different.

You see, modular learning is heavily reliant on the More Knowledgeable Others (MKOs) capacities, also known as the adult figures in these students' homes. The module relies on their knowledge and patience to teach the student whatever concept they don't understand.

In most middle-class homes where at least one person has access to data or an internet connection, this might not pose much of a problem. Additionally, at least one person in middle-class families has attended college. This means they have access to education and resources. But this may not be the case for lower-income families.

In families where both parents are absent, trying to make ends meet, and no one has gone to college because of poverty, modular learning might not work at all. Lessons are limited to what's written on paper. Without another more knowledgeable person who can explain these complicated concepts, the student will definitely have difficulty absorbing their lessons.

With the current setup DepEd has for its teachers and students, the possibility of anyone genuinely learning anything is low. First off, modules are not substitutes for teachers. Like what has been mentioned above, without a knowledgeable person around who can explain confusing or complicated concepts written in the module, the student won't understand it.

Second, examples are limited. The modules themselves aren't perfect. They differ from school to school, and their contents depend on the teachers who made them. Some students may not have a problem understanding their lessons because of a well-explained module, but others may not be as lucky. With the lack of standard books used, the level of learning varies.

Third, students are being left in the dark. Those who don't have access to electronic gadgets and the internet may not even know who their classmates are for this school year. The only point of contact students have with their teachers this school year is through the modules. Social bonds can't form between students and teachers.

Additionally, there is a lack of feedback. Once modules have been answered and delivered to the teacher, students only have to worry about the next modules coming in. There is little to no feedback regarding what they have learned and if their answers are correct. Therefore, the modular approach becomes an endless stream of paperwork for both the student and the teacher with no

way of knowing its effectiveness.

How did this story make you feel?

INSPIRED

HAPPY

AMUSED

NEUTRAL

ANNOYED

SAD

ANGRY

AFRAID

There are a lot more challenges concerning modular learning, but these are the most prevalent. Both the students and the teachers are at a disadvantage. The quality of education, however hard it is to admit, may have dropped. But because we're still in the middle of a pandemic, it's not their fault. Learning is hard when done on your own.

It's hard to absorb new information when no one is there to guide you (or at least empathize with you) when the lessons become too much. This may also contribute to the anxiety and depression some students feel now that they're struggling to keep up with modular learning demands. Although both the teachers and the students are trying their best to perform well in this situation, it's just not ideal.

The modular learning approach has several weak spots. If DepEd refuses to address them, both students and teachers will have an even harder time adjusting to the new normal. – Rappler.com.

CONCLUSION

This journal has provided an overview of the Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal, illustrating that modular modality must be improved. This journal indicates that it is insufficient for researchers to simply research the Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal. They also need to conduct formative intervention studies, conduct surveys within the respondents, and furthermore, conduct research on these processes. More research is needed to show how outside resource persons, as researchers, can contribute to the Effectiveness in the Learning Delivery Modular Modality of the ALS Learners in the New Normal.

RECOMMENDATION

Considering the effectiveness of Learning Delivery Modular Modality of the ALS Learners in the New Normal.

- The methods and strategies suggested by the students to school to further improve the Modular Distance Learning are reduction of activities from the modules, more examples for each subject, home visitation once a week, limited face-to-face class or Blended Learning, provision of colored printed modules, immediate information given by

teachers on what to answer in the modules, online consultation with students, responsiveness of teachers through the use of social media platform, and leniency of teachers in the submission of students' outputs.

- The proposed solutions of parents to the identified challenges in Modular Distance Learning are reduce/lessen activities in the modules, take out the unnecessary exercises, Online Learning (a Zoom meeting with the whole class with the teacher going through the modules with the students, 107 answering questions and learning the topics together), simplify the modules, implement blended Learning, consistent instructions in the modules and as much as possible, limit group activities, give each student ample time to complete all the modules, and give more examples and explanations to each of the given activity.

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