

## STRATEGIC LEARNING METHODOLOGIES AND COLLABORATIONS IN MODULAR DISTANCE LEARNING

Archielyn A. Semanero, Ma.Ed, LPT, Ph.D (cand.)  
Cornelia M. de Jesus Memorial School

and

Sir Dr. Benedict DC. David, KCR, Ph.D, DHC, CA  
Adamson University Universidad de Manila University of Santo Tomas

IJMSSSR 2021

VOLUME 3

ISSUE 2 MARCH – APRIL

ISSN: 2582 - 0265

**Abstract:** It is clearly visible that the present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors. The Department of Education being the pillars of literacy or Filipino children does the necessary innovations and interventions to continue the learning despite pandemic. The department is indeed eager to address the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020.

This is also the grass root of the rise of different teaching modality in the absence of face to face. Modular distance learning is one of the most widely used teaching modality in the country. This type of teaching modality features individualized instruction that allows learners to use printed self-learning modules (SLMs) which are made aligned to Most Essential Learning Competencies that are applicable to the learners.

**Keywords:** Learning, Asynchronous Learning, Collaborations, Strategic Learning

### RESEARCH RATIONALE

The Corona virus Disease of 2019 (COVID-19) is a highly fatal and fast spreading infectious disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). The case of this disease was identified in December 2019 in Wuhan, the capital of China's Hubei province, and has since spread globally, resulting in the ongoing 2019–20 coronavirus pandemic. Common symptoms include high fever, cough and shortness of breath. Other symptoms may include fatigue, muscle pain, diarrhea, sore throat, loss of smell and abdominal pain. The time from exposure to onset of symptoms is typically around five days, but may range from two to fourteen days, or even up to a month. While the majority of cases result in mild symptoms, some progress to acute and viral pneumonia and multi-organ failure. As of 11 April 2021, tens of millions of global citizens have been reported to have contacted the virus, with also millions of deaths – despite the recent advancements in medical interventions such as the vaccines.

Availability of medical resources and the socioeconomics of a region may also affect mortality. Estimates of the mortality from the condition vary because of those regional differences, but also because of methodological difficulties. The under-counting of mild cases can cause the mortality rate to be overestimated. However, the fact that deaths are the result of cases contracted in the past can mean the current mortality rate is underestimated (Partington and Wear den, 2020).

In the Philippines, as of this writing, there is nearly a million cases of confirmed Covid-19 patients, with thousands of deaths but a higher the rate of recoveries and vaccinations.

This affects the academe; more so, it tries to adjust to online learning methods in order to continue the academic year.

In modular distance learning – a learning method that is highly prevalent these days due to its benefits given the Covid-19 Pandemic - parents are considered co – mentors of the teachers in delivering the lesson to the learners. With this reason, parents and teachers must have strong partnership having one goal, the continuous academic progress of the learners. Tria(2020) stated that parents know their children more than any teacher does while teachers know how to give instructions very well. If both of what they know will be combined, educating the children amidst this pandemic can succeed. The skills parents and teachers have, have a common purpose: to support the continuous learning of the children. This is the very foundation of a stronger partnership.

In this study, the researchers will try to determine and describe the partnership of the parents and teachers thru a new paradigm and framework. This will be tested first at the locale of the researchers where they are currently teaching. Eventually, this is focused on the thrust to lead the academe in developing better methods to cope with the pandemic and in facing the new academic normal.

## THE OVERALL EFFECT OF COVID-19

Every government and economy want to see the virus contained and finally be given an antidote – a vaccine, per se. Until that time, risks in overall equity and assets remain vulnerable to additional selloffs and at worse, total company closures. However, there are some silver linings. The pandemic has increased the demand for medical products, especially face masks and test kits in an effort to avoid spreading and/or catching the virus. More so, the demand for food has since soared even further (Islam, 2020).

Many countries with large economies have already enacted quarantine policies. This has led to the disruption of business activities in many economic sectors. Developing countries are also forecast to be severely impacted by the coronavirus. Daily wage earners have shown to be the most affected since they are at a “no-work-no-pay” employment contract. Every government thru their respective local government units are ardently trying to fill this void by providing amelioration packages and relief goods supplies, as well as some well-off enterprises rendering some financial aid (David, et al, 2020).

Still, there would be limits up to until such programs can continue. Budgets will run out, and at this point, a total economic collapse may prove to be imminent.

While people all over the world remain quarantined, the number of those infected still continues to aggressively increase. Thus, extensions of lockdown shall always be in play, ergo, creating hyperinflation and highly diminished purchasing power. For instance, malls, specialty shops, retailers, trade shows and business conferences are canceling events around the world. Many businesspeople are canceling travel and concerned vacationers are rescheduling trips – thus also severely affecting travel for tourism and trade.

The same holds true for the Philippines.

## THEORETICAL FOCUS AND METHODOLOGY

This study used benchmarking from other relevant paradigms in order to come up with a strategic set of interventions that can be used for further academic purposes in modular learning.

Green (2019) pointed out that parent-teacher partnership provides an interesting equation—i.e., the "sum of the parts is greater than the whole." Parents and professionals have the potential of accomplishing more when they work together than when they function separately. And when one considers the long hours devoted to planning, developing materials, and trying new methods to help learning disabled youngsters succeed, it seems sensible for teachers to cultivate this "built-in" capability. When parents and professionals pool their resources, the child has much to gain.

This can be accomplished by both formal and informal methods. Equally important are informal interactions in which parents and professionals coordinate their efforts to help and to teach the child. The parent can serve as a resource to help the teacher discover the child's sense of humor, mechanical aptitude, or interest in creating

objects of art from pieces of junk. Two distinct benefits emerge when parents are able to shed light on the non-academic, non-school oriented side of their child. First of all, the teacher can capitalize on the child's interests and hobbies to help motivate him and to make the classroom a more relevant place. We learn most effectively when we are interested in the material presented and when a connection is drawn between new information and what we already know.

Santiago (2018) stated that when the teacher becomes aware of a child's interests, hobbies, and accomplishments, she can incorporate these themes into learning experiences, e.g., solving arithmetic word problems by adding up the cost of a complete baseball uniform or writing creatively about car motors or reading skills taught from an automotive catalog. Children's hobbies can be used in a bulletin board display, learning center, or creative writing topic to make learning more relevant and to help students feel comfortable in the classroom.

The life that a child leads outside of school can provide clues about how best to motivate and involve him within the school building. (And this serves as a two-way street—parents can learn from teacher successes and near misses as well.) Questions a teacher might want to pursue include:

1. What does the youngster like to do in his free time, what does he enjoy talking about, how does he react when he is reprimanded, and what seems to be effective when you want him to do something that he absolutely does not want to do?
2. Is it difficult for him to remember to do things at home that he's been asked to do, and if so, has the parent found any way to help him remember?
3. How easily does he do his homework, and does it take about half an hour, an hour, or longer? What about friendships outside of school?

Teacher Input Not only does the input that parents provide give the teacher a broader perspective of the child and enable her to work with the child most effectively, but input from the teacher gives the family a similar opportunity. Parents need to know what their child is doing in the classroom—what new skills he is learning, what he finds easy and what he finds difficult, how he responds to authority, how he interacts socially.

This gives parents a broader picture of the child's abilities and needs and an opportunity to reinforce the skills that the child is learning at school. This reinforcement is an important component of the teaching process. At best, a teacher may see her students six hours a day. Resource room students and students in middle and high schools may see a teacher substantially less. We can help our students acquire new skills and gain knowledge, and we can try to bolster confidence and self-esteem.

But realistically we have only a limited amount of time, and our success can be limited if we're working in a vacuum.

For example, the child who is learning to match clock faces on a worksheet and a board game needs to convert this exercise into a skill he can use at home so he'll know when it's time for his favorite TV show. The best way to provide this reinforcement is to work with the family. Once the mother of one of my students indicated that she wanted her child to work independently on tasks once he had help beginning them. She was surprised to learn that this had been one of our goals at school.

According to Paez (2018), when children have reasonably similar sets of expectations at home and at school, they are receiving the consistency they need as well as lots of opportunities for reinforcement, increasing their chances for more successful learning experiences. The benefits are two-fold. First, the child gets to practice new skills (whether it's multiplication tables or tying a bow) in different environments. Second, the child has an opportunity to see the generalization, or carry-over, of the skill into "real life" situations, and he is likely to place a higher value on this particular skill. It's very nice for a child to get a "star" on a workbook sheet about money, but it's more rewarding for him to count out the correct change for his own ice cream cone.

Parents can provide this kind of "real life" experience that gives the child a chance to reinforce and to use the skills learned in school. In addition, a subtle benefit results when parents provide reinforcement: it serves to underscore the value that the family places on education. It shows the child that school is important, and learning is a "good thing to do." There is no way to ensure reinforcement of specific skills or similar goals at home and at

school, but certain steps can be taken to increase that possibility. Teachers can keep parents informed by sending home notes, newsletters, individual notebooks with their comments, or a calendar that lists specific skills of the month. A quick phone call also works well. The point is that when parents are tuned in to provide reinforcement, the individual efforts of the teacher, the family, and the student can add up to significantly greater gains for the student.

The researchers of the reviewed literature and studies described the master teachers, and their tasks as teachers to the students and as models for the teachers even in distance learning. However, the concept of monitoring these tasks of master teachers in the “new normal” is missing. To fill this gap is the target of the researcher of this study.

## RECOMMENDED FRAMEWORK

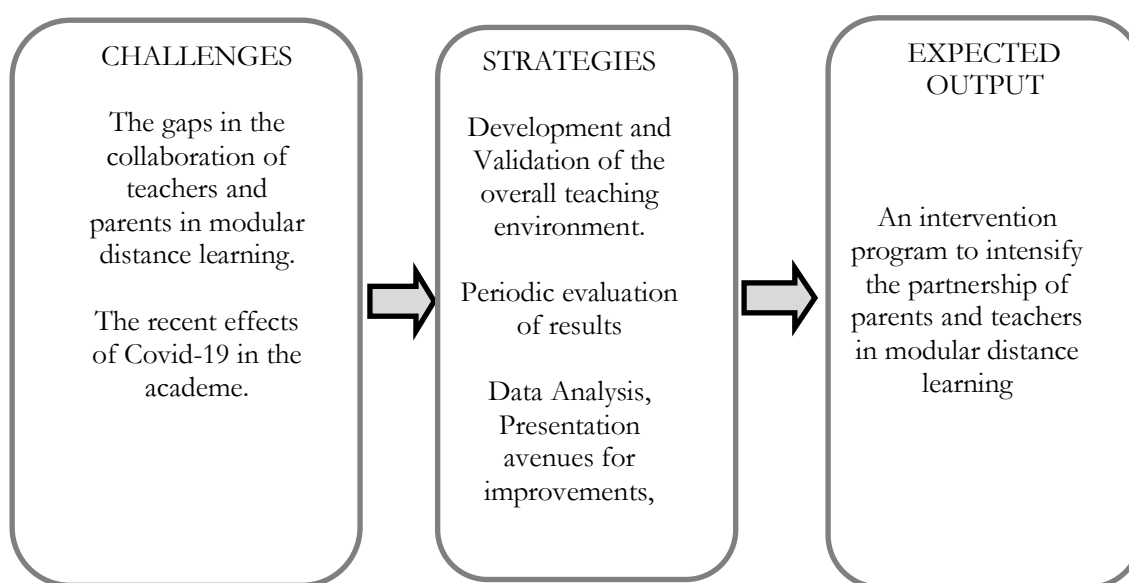
In modular distance learning, parent-teacher partnership has a great impact to learners’ academic performance. With this reason, this research aims to describe the parents-teachers partnership in modular distance learning in terms of learner’s academic performance and learner’s other school tasks and to identify the problems that the parents and teachers encounter in their partnership in modular distance learning.

The primary goal of this study is to develop an intervention program to intensify the partnership of both parties.

This study utilized the fundamental yet effective causal approach in determining the appropriate framework. In a nutshell, the idea is simple:

1. Identify the possible hurdles – This may sound like a cliché but in implementation, most academes lack the concept and practice.
2. Validate the possible solutions thru brainstorming and periodic meetings in assessing the overall monitored performance of the student and teachers alike in this modular learning.
3. Sustain the agreed upon interventions – whichever and whatever these may be in order to achieve a higher and better strategic collaboration towards consistence learning.

These are the things that this research aims to resolve through the process of development and validation of every data that will gathered and assessed. The expected output of this study is to develop an intervention program that will intensify the partnership of parents and teachers in modular distance learning.



Specifically, this opts to address the following sustainable goals:

1. Students' academic performance
2. Teachers' consistent growth and professional development

This will also serve the interest and benefit and of the following academic parameters and sectors:

1. The parent-teacher strong partnership towards achieving the sense of strong leadership and will to serve as a baseline for the school heads to assess, create innovations and more educational programs for the welfare of the learners and community.
2. Teachers will be able to evaluate and improve their communication and social competence with regards to harmonious and professional relationship with the parents in compliance to the new system under new normal.
3. The students will gain more confidence and security as they perform their academic tasks and will promote their sense of belongingness and responsibility.
4. Communities amidst pandemic can be provided baseline information as regards the quality and standard of the school as partners in developing the social, physical, emotional, mental, and spiritual development of their children.

## TIMELINE OF IMPLEMENTATION

The following shall be the timeline for each step of the strategic framework.

INTERVENTIONS	TIMEFRAME				
	REST OF 2021	2022	2023	2024	2025
Identification of Challenges					
Coordination among Academes					
Regional Meetings for interventions					
Assessment and Review					
Implementation and Monitoring					

### LEGEND

Implementation of the intervention

Continuity of the intervention

Note: Assuming that the lockdown will not be repeated after April 2021

The remainder of the year can be used for planning and identification of challenges. After which, academes can start to coordinate for a well-versed plan of action that will be implemented across the board. Regional meetings among all academic heads are a must to have a consistent paradigm.

Assessments and review must be followed by implementation and monitoring. Time is very critical on this aspect since interventions must be properly yet swiftly introduced for the academic community to actually experience the difference and progress.

## References

1. Acock AC. Working with missing values. *Journal of Marriage and Family*. 2005; DOI: 67:1012–1028.
2. Administration for Children and Families Office of Head Start. 2007. [January 29, 2008]. from <http://www.acf.hhs.gov/programs/hsb/>
3. Allison PD. 1990. "Change scores as dependent variables in regression analysis. In: Clogg CC, editor. *Sociological Methodology*." Basil Blackwell; Oxford, England:
4. Bronfenbrenner U, Ceci SJ. 1994. "Nature-nurture reconceptualized in developmental perspective: A Bioecological Model." *Psychological Review*.
5. Bub KL, McCartney K, Willett JB. 2007. "Behavior problem trajectories and first-grade cognitive ability and achievement skills : A latent growth curve analysis." *Journal of Educational Psychology*. 99<sup>th</sup> issue
6. Caldwell BM, Bradley RH. 1984. "The HOME inventory and family demographics." *Developmental Psychology*. May issue
7. Catsambis S. 2001. "Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success." *Social Psychology and Education*.
8. David, Benedict, Tubigan, Aquilino and Gambe, Robert Rey. 2020. "Practical Outlook and Interventions towards Entrepreneurial and Economic Recovery from Covid-19." *International Journal of Management Sciences and Social Science Research*. May issue
9. Dearing E, Kreider H, Simpkins S, Weiss HB. 2006. "Family involvement in school and low-income children's literacy: Longitudinal associations between and within families." *Journal of Educational Psychology*. 2<sup>nd</sup> quarter issue
10. Duncan GJ, Gibson-Davis CM. 2006. "Connecting childcare quality to child outcomes: Drawing policy lessons from nonexperimental data." *Evaluation Review*. June issue
11. Fan, Chen M. 2011. "Parental involvement and students' academic achievement: A meta-analysis." *Educational Psychology Review*. January issue
12. Herrold K, O'Donnell KO. 2008 Parent and family involvement in education, 2006-07 school year, from the National Household Education Surveys Program of 2007. Institute of Education Sciences: National Center for Education Statistics. September. Available internet source: <http://nces.ed.gov/pubs2008/2008050.pdf>.
13. Islam, Faisal (20 March 2020). "Coronavirus recession not yet a depression". BBC News. Available Internet source: <https://www.bbc.com/news/business-51984470> Last viewed April 10, 2020
14. Montemayor, Conrado and David, Benedict. 2010 – 2018. "Lectures on the Poverty Management." University of Santo Tomas, the Graduate School.
15. Partington, Richard; Wearden, Graeme. 2020.. "Global stock markets post biggest falls since 2008 financial crisis". The Guardian. March Issue.
16. Porter, Michael. 1980. "Competitive Strategy." New York: Free Press.
17. Porter, Michael and Kramer, Mark. 2006. "Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility." *Harvard Business Review*.
18. The Canberra Times. 25 March 2020.. "The coronavirus recession has arrived". Available internet source: <https://www.canberratimes.com.au/story/6695294/the-coronavirus-recession-has-arrived>. Last viewed on April 6, 2020
19. Tomaskovic-Devey, Donald T.; Hoyt, Eric; Swerzenski, J. D.; Dominguez-Villegas, Rodrigo. "How the coronavirus recession puts service workers at risk". Available internet source: <https://theconversation.com/how-the-coronavirus-recession-puts-service-workers-at-risk-134869>. Last viewed on April 2, 2020
20. World Health Organization. 2020. "Naming the coronavirus disease (COVID-19) and the virus that causes it". *World Health Organization (WHO)*. *Archived* from the original on 28 February 2020. Last viewed on March 29, 2020.

21. Yglesias, Matthew (26 March 2020). "Chart: New unemployment claims soar to 3.3 million, shattering previous records". Available internet source: <https://www.vox.com/2020/3/26/21195171/new-unemployment-claims-march-21> Last viewed on March 23, 2020