

UNLEASHING THE TRUE COLLABORATIVE TEACHING OF MODULAR-DISTANCE LEARNING OF GRADE VI LEARNERS OF PLATERO ELEMENTARY SCHOOL



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ABSTRACT

The research Unleashing the True Collaborative Teaching of Modular-Distance Learning is a pursuit of the school mission and vision of Department of Education (DepEd) amidst the COVID-19 pandemic. The course aimed to assess the parent-teacher-leaner collaboration to facilitate the Modular Instruction of Grade VI learners of Platero Elementary School for School Year 2020-2021.

The qualitative research method is used because a structured interview was used to gather the primary data. With this method, the interviews were made to achieve the necessary data from the 70 participants in random selection. The participants were the 35 learners of Grade VI Sections Diamond, Sapphire, Ruby, and Pearl with their respective parents of Platero Elementary School in Binan Division, Binan City, Laguna. The method was able to showcase the true collaborative efforts of the parents, teachers, and leaners to ensure the continuity of the teaching and learning process amidst the new normal.

INTRODUCTION

The dramatic change of Philippine education system in the new normal focus on the learners learning of keeping them and the teachers safe, which means learning for flexibility need to keep the teachers, learners, and families as safe as possible. The face-to-face classes or the traditional teaching has been suspended and community learning center due to the COVID-19 pandemic.

The shift of distance learning has compelled the researcher to study this article because the concept needs true collaboration, innovation, adaptation and more coordination and support from the parents and guardians due to these health challenges. Likewise, teachers faced various barriers and difficulties affecting the teaching and learning scheme such as the social media distractions, overlapping work schedules, technical issues to reach and communicate the parents, catering learner's need with different learning diversities and parent's teaching problem due to learning incapacity.

The DepEd authorities designed to introduce different effective platforms just to sustain the educational system of the country. The priority is to keep everyone safe while not making life more difficult for the parents and teachers.

Wong (2021) states that the pandemic challenges the current capacity of the US public education system to address the widening gap in learning and mental well-being of our diverse student population. There is an urgent need to rebuild an education system that embraces equitable learning opportunity for all. Several actions are critical for the new configuration of the education system. First, state and local leaders must leverage commitment and shared goals on equitable learning opportunities to support student success for all. Second, align and use federal, state, and local resources to implement high-leverage strategies that have proven to accelerate learning for diverse learners and disrupt the correlation between zip code and academic outcomes. Third, student-centered priority will require transformative leadership to dismantle the one-size-fits-all delivery rule and institute incentive-based practices for strong performance at all levels. Fourth, the reconfigured system will need to activate public and parental engagement to strengthen its civic and social capacity. Finally, public education can no longer remain insulated from other policy sectors, especially public health, community development, and social work.

Most countries around the world have temporarily closed the educational institutions to contain the spread of the virus and reduce

infections (Tria, 2020). The face-to-face engagement of students and teachers within the school has also been suspended. The Philippines is in the process of adapting to the new normal form of education and active involvement of other stakeholder are the driving force for its success. This is for the continuity of education and for every school to still attain its mission and vision which is to provide education to every Filipino learner, the Department of Education implemented the Modular Distance Learning (MDL).

Premised on the epidemiological status, the direction of Department of Education's response and directives, Secretary Leonor M. Briones to find best ways for learning to sustain and continue in a safe and healthy environment amidst COVID-19, it is clear that distance learning will be the key modality of learning delivery in the following school years.

The school administration conducted an Online Survey to 3,834 families of the locals to get the immediate stakeholder's overview about Distance Learning sometime in April 2020. The local Online Survey disclosed that 82% from school teaching personnel; 78% parent-guardian/respondents; 16% parent/learners of the respondents were open to lessons and class activities either online or on Radio- Based Instruction but the big part of the survey is open to Distance learning,

leaving 10% of the locals as undecided. This presents a major Communication challenge for DepEd, and a need to improve the degree of openness to technology-based Distance Learning (DepEd, 2020).

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

The School Year 2020-2021, Binan Schools Division implements the Modular Distance Learning (MDL) as anchored to the adopted Basic Education Learning Continuity Plan (BELCP) as per DepEd Order No. 12 s. 2020. The instructions and directives compelled all the public schools both high school and elementary divisions to undergo the flexible instructional options based on the recommendation from the local health professionals.

Finally, the collaboration manifested and resulted to improve the areas but also developed learner's motivation and facilitated

part on their online behavior (such as interaction and communication use in the different platforms. The study has imparted implications of how to create and design interesting innovations to improve learner's thinking abilities and cultivate their competencies.

As such this year's intervention conceptual paradigm would be adjusted also for the learner's needs-as well as providing guidance to teachers around effective set-up.

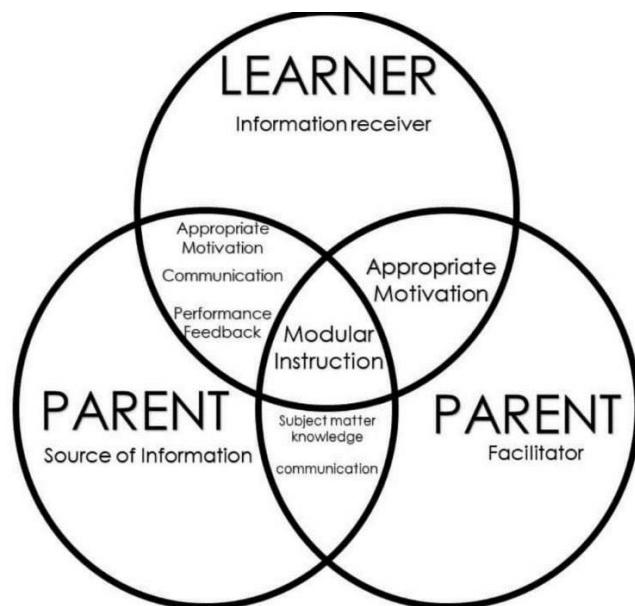
II. METHODOLOGY

To achieve the objectives of the study, the researcher uses the qualitative experimental design, exploring different experiences from the parents, teachers and learners concerning the Modular Instruction in the new way. Data were collected and analyzed based on the assessment to the different platforms and instruments of learning mechanisms from the parents, teachers, and learners.

The study was participated by 35 sets of parents from Barangay Platero and learners enrolled as Grade VI in Platero Elementary School for School Year 2020-2021. The aforesaid parents spent 3 hours of teaching their children with constant communication with the teachers,

and randomly chosen as part of the research.

CONCEPTUAL PARADIGM



III. RESULTS

The author used the qualitative method considering structured interview was used to gather the necessary data as stated in the problem. There were 35 sets learners/respondents with their respective parents were made at random selection from 4 sections of Grade VI level of Platero Elementary School of Binan Division, Binan City.

The following findings of the study are based on the collected data, viz.

1. When parents were asked about their adequate knowledge on the content of the lesson, 28 out of 35 have affirmed that they have the

mastery of the lesson. However, there were 5 parents answered that they have a little idea about the content.

The confidence to facilitate the teaching-learning process, 28 out of 35 parents affirmed that they could perform the teaching process delivery with their children. However, the 5 parents mentioned that they were not confident in delivering the instruction to their children.

When parents were asked about their ability to perform the process, majority of the parent/respondents determined that they were capable to teach the children because most of them finished their studies and the lessons imparted in the modules are within their learning capabilities.

Likewise, the parents were provided various instructional inputs by giving more explanations and instructions to their children for the lessons unclear and vague to them.

Subsequently, the 35 parents supervised the learners to focus in reading the self-modules and answering the daily learning activities. They personally perform and oversee that their children done it correctly. One parent/respondent advised the teacher to spend time to the children who could not follow immediately the instructions.

Parent's feedback disclosed that their teaching approaches are effective in assisting the learners in the completion of modules. It

stimulates their interest to guide their children to read and answer the self-learning modules and other learning activities. Same, they are learned, unlearn and re-learn the lessons from modules.

2. The parent/respondents are religiously followed the distribution and retrieval scheduled every Friday of the week. And there were times that some of the parent/respondents failed to submit the answer sheet/worksheets and late in getting the modules on time because of overlapping work schedules.

3. The learners found the learning assessment easy and accessible because they were assisted by their parent/guardians. The study was made easy considering all the guided questions in the modules are provided with answer keys at the last pages of the modules for checking.

All the parent/respondents compromised to be in constant communication with the teachers through cellular phone and other social media platforms. They usually made a call or send chat messages to the teachers if questions arise or the instructions in the modules are not clear.

Further, a house-to-house monitoring conducted by the Grade VI teachers to the parent/respondents to check and find the best tool to safely and efficiently provide learning through

the coordination and assistance by the SK members and local police of Barangay Platero.

4. There was no problem encountered during the conducted teaching collaboration with the parent-teacher-learners because of the well-designed platform and program. Questions, and queries from the parent/respondents were immediately catered and responded by the teachers in all various platforms.

The teaching collaboration to the learners were developed based on the information gathered from group chats journals and parent's requests, Modular Distance Learning (MDL) related seminars of the division and regional levels, and the researcher's own perspective.

5. Results, modular distance learning by parent-teachers-learners' collaborations were truly identified for implementation to Grade VI level of Platero Elementary School to formulates welfare and benefits and to performs such other technical assistance collectively using various learning deliveries that would suit to the variations and capabilities of the learners.

IV. DISCUSSION

The gathered data of the author also includes the following topic; 1)

Parent-Learner Collaboration and Knowledge with the Subject Matter and Instruction; (2) Parent-Teacher Collaboration along with the Modular Distribution and Retrieval using the social media platforms; (3) Teacher-Learner collaboration along with Self-Learning Assessment and Home Visitation; (4) Problem Encountered with the Identified True Collaboration and Proposed Output.

1. Parent-Learner Collaboration and Knowledge with the Subject Matter

Subject matter knowledge of the parent. This aspect pertains to the efforts of both parents the learners wherein the parents ensure the student is learning. The student is making the job of the parent easier by following instructions to the fullest (Simpson, 1996).

The knowledge ability and capacity of a parent to understand the lesson and follow the instructions therein is deemed necessary of ensuring the delivery of instruction to the learner.

When parents were asked concerning their confidence to facilitate the teaching-learning process, 28 out of 35 parent/respondents that they could perform the teaching process with their children because they finished their studies and assured the mastery

of every lesson of the printed modules. However, 2 parents divulged that they find difficulty to understand the content in the modules.

With this, parents provided other instructional tools and example for the unclear items of the modules regarding the instructions and various approaches for easy access to understand. Parents were also provided of additional resources such as books, internet and supplied the insufficient contents in the module to augment the explanation and instruction.

There were 9 parents who preferred to use the textbooks as references provided by the teachers; 9 parents choose to use the searched of internet and books; and 10 parents decided to use either module, books and internet.

As Home Innovator, they must provide their child with a productive learning environment to help them focus on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction. (DepEd, 2020).

However, the supervision, this aspect encompasses the purposeful direction of the learning process and is one of the major teacher class activities along with planning and management (Huitt, 2003).

The 35 parents agreed to religiously supervise the learners to

focus in reading the self-learning process. They will perform, guide and oversee that all the learning activities are completely accomplished correctly. One parent suggested that teacher/s shall monitor the children who could not comprehend to follow the instruction given in the printed modules. And he/she shall be available to contact when they need arises.

It was agreed also that reading and answering the activities in the learning modules shall be scheduled for by subject every day. But, one parent disagrees to the proposition considering that not all learner could ably do the given schedule. She said that as long as answering the printed modules is duly accomplished and submitted on time.

This indicates that the presence of the parents in the teaching and learning process play the significant impact to the learner's performance. Parent/respondents need to monitor the academic skills of learners in school. It also implies that parent involvement has a positive and remarkable indicator to the performance of the learners.

The result ultimately disagrees with Goodall and Vorhaus' (2010) claim that teachers often lack the confidence and knowledge to work with parents, and schools do not always recognize or value the ways in which parents are already engaged with children's learning.

2. Parent-Teacher Collaboration with Modular Distribution and Retrieval and Online Communication

The Modular distribution and retrieval activities are primordial factors of the parents, and guardians prepared by the teachers shall be claimed every week or every Friday to be exact on the designated date and time. The schedule of the activity and such other instruction to the parents shall be announced prior to the distribution and retrieval of the printed modules.

The GPTA officers and other stakeholders within the community who are trained as learning facilitators shall be engaged to provide the learners with instructional support as the need arises in the absence of the classroom teacher. The findings reinforce McWayne et al. (2004) research which indicated that learners whose parents are in contact with the school showed higher academic skills than those whose parents did not coordinate with the school at all. A more research conducted by Porter (2008) revealed that learner's achievement in reading has improved with parent-teacher collaboration was evident.

All parents agreed that their source of constant communication is through the technological devices such as cellular phone and social media platform. They usually call and send messages to the teachers if

questions arise or instructions are not clear in the modules.

Parents always reach the teachers in cases they experience difficulties to understand the instruction or matters concerning the additional performance tasks of the learners. The messages are done through the group chat created by the teacher. Sometimes, teacher is compelled to visit the house of the learners (with the coordinator by the barangay officials) if lessons are difficult to understand. Parents are also free to talk and discuss the teacher concerning the progress of the learner or difficulty about the given instructions from the modules. This is an avenue to the teacher's monitoring of the learner's development and feedback gathering if assistance shall be extended to the learners as to cope up with the challenges encountered.

Parent's feedback manifested that they find no difficulty of reaching the teachers because they were easy to talk with, accessible to deal with through calls or chats. Teachers and school head were responsive to the needs of the learners as well to the parents.

3. Teacher-Learner Collaboration along with the Learning Assessment and Home Visitation

Learning Assessment. It encompasses the different types of assessment that the students do to determine how

they will approach the learning task and what study behaviors they will use (Queen's University of Canada, n.d). The course and assignment grading criteria that are communicated clearly in the learning modules and the rubrics which are meaningfully feedbacked to students are discussed in this part.

The learning assessment found in the learning modules are easy and accessible because they are assisted by their respective parents. Answer keys for every assessment are provided at the end of the pages of the module for possible checking and verification.

It simply means that the teacher provides inputs on how learning shall be assessed at the end of the lesson of the printed module.

The learners shall follow the suggested time frame to work to their assigned tasks. Flexibility and Innovations in the completion of each module shall be exemplified by the learners.

Teachers are advised to adopt effective strategies that emphasize the respect, honesty in the context and diversity of the learners in terms of readiness, learning interest and profile.

Home Visitation of the teachers to the learners at home is to monitor the progress and development with the self-learning modules. Home visitation is defined as the opportunity for the

child's teacher to come visit him or her in his own home during modular distribution and retrieval (Spring Montessori School, 2016).

The learners made mention that their teachers had religiously visited them at home every week in order to monitor and find out any difficulties and concerns in answering the learning tasks in the modules. There were teachers assisted the learners to understand and answer the modules because parents find difficulty to understand the instruction provided in the modules.

Home visit is a way to bridge the gap between school and home for students, families and teachers. A growing amount of research points to the importance of parents supporting their children's learning in the home. Coleman (2012) explained that home visit is to socialize and build positive family-teacher partnerships. It includes sharing information about your classroom, completing forms, and reviewing children's educational progress.

4. Problems Encountered along with the Identified Collaboration

There were no problems encountered during the conduct of the study to the learners because teachers build a strong connection and communication to them concerning the learning. The flexibility and innovations of the teachers to create a group chat is an avenue to

send information and instructions from time to time.

Likewise, the respondent/learners also find smooth collaboration teaching with their parents. The only problem they met are the overlapping work schedules of their parents and has no enough time to answer and explain the instructions in the modules.

Further, the less information of the parents to some issues and topics of the module would also reason/s that they could not facilitate the instruction to the learners.

The parents could freely ask the teachers in some difficulties encountered in the modules using the group chat in messenger or other different social media platforms.

The result is partly supported by the study by Dangle and Sumaoang (2020) that several challenges were encountered by teachers in Modular Distance Learning. Most students cannot study independently. 70% of them cannot easily follow instruction in the modules. Thus, modules were often submitted late, and most of the answer sheets are blank. Teachers lack resources for reproduction and delivery of modules. Sometimes, the printer is not functioning. In worst case, sometimes there's no electricity. Therefore, they experience difficulty in printing and mass production of modules.

Subsequently, some learners were late in the submission of their modules because they spend their study time of helping their siblings with their modules and household chores.

Teacher's perception to the learner's answers in the module are questionable and probably, the mastery of the lessons is impossible to achieve. The parent's lack of knowledge to assist their respective children. And the teacher's conclusion that some parents who did not finish their studies. And the reality that teachers are constrained to attend webinars, do a lot of paper works, papers to check and record.

5. Proposed Action Plan to Enhance the Parent-Learner-Teacher Collaboration

The effectiveness of Modular Distance Learning (MDL) depends on the strong camaraderie of school, home and community partnership amidst the challenges of health crisis. Building a constant communication with the parents in the community to the shared accountability and responsibility for the learning modality is the best benchmark and lee way. The school administration, teachers, parent/guardians and stakeholders of the community shall provide adequate and appropriate undying support and unending guidance to the learners to ensure that this new learning modalities transitions shall be embraced and adopted by everyone as positive perspective in

life until such time this COVID 19 experience would end and lifted.

However, the school shall initiate virtual parent's orientation, online training for learning facilitators and webinars on home-school partnership.

GENERAL OBJECTIVE

The main objective of the Action Plan is to strengthen, re focus the parent-teacher-learner true teaching collaboration of facilitating the Modular Instruction.

SPECIFIC OBJECTIVE

1. To refocus, strengthen and improve the skills of the parents' mastery of the subject matter and instructional;
2. To increase the parent's engagement in the Modular Distribution and Retrieval;
3. To address the problems encountered along with the different teaching collaboration;
4. To enhance the learner's engagement in the assessment and home visit.

CONCLUSION

Based on the findings of the study, the researcher drawn at the following conclusion;

1. Parents coordinated with the teachers concerning the appropriate approaches of the subject matter or lesson to achieve the mastery of lesson by both parents and learners.
2. Parents and teachers built a strong communication about the modular distribution and retrieval program;
3. Learners engaged successfully in the learning assessment during home visits by the teachers.
4. The problems encountered by both parents and leaners were properly addressed and responded by the respective teachers on time.
5. The Action Plan designed by the researcher for the Modular Instruction, re-focus, strengthen of augmenting the true parent-teacher-learners teaching collaboration using the various platforms to sustain and continue the program.

RECOMMENDATION

1. The School Heads may continue to support the true collaboration of parent-teacher-learner. He/she shall build and conduct strong communication programs to ensure good relationship with the stakeholders.
2. Teachers shall continue to sustain the teaching collaboration with the parents by building a strong connection and communication for the learner's welfare. Teachers shall manifest a high degree of respect, courteousness to the parents during the distribution and retrieval activities.
3. Teachers shall exemplify extreme patience with the learners during the assessment and home visits.
4. Teachers shall address and respond immediately to any problems encountered by the parents and learners.
5. The Action Plan may be also submitted to the City Division for possible implementation if found feasible.

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