

**FACILITATING MODULAR DISTANCE LEARNING THROUGH AIM-WELL
(AMPLIFIED IMPLEMENTATION AND MONITORING THROUGH THE WHLP
ENGAGEMENT LEARNING LOG (WELL))**



BERNADETTE A. MINIANO

Master Teacher I

Jacobo Z. Gonzales Memorial National High School

ABSTRACT

Monitoring the students' learning progress during the restrictions imposed by the Covid-19 pandemic was quite a challenge to most teachers especially those who were assigned to implement their instructions through the modular distance learning modality. It was a challenge but it was not to be taken for granted despite the flexibility of learning mandated by the Department of Education amidst the global health emergency. Lack of monitoring the students' progress have already undermined the students' learning which led to the considerable learning gap caused by remote learning. This was the premise for the conduct of the study on Amplified Implementation and Monitoring through the WHLP Engagement Learning Log (WELL).

A self-designed monitoring tool, the WHLP Engagement Learning Log (WELL), was used to monitor the implementation of the Weekly Home Learning Plan (WHLP). It was a monitoring and reporting form posted on the communication platform used by the proponent to communicate to her students, the Messenger. Through the form, the teacher indicated whether the students have already started or finished accomplishing the learning tasks which were expected to be accomplished based on the specified schedule on the WHLP and the class program of the students.

In the study, the significant difference between the frequency of the students' submitted tasks and their academic performance before and after the implementation of the WELL was measured through paired t-test. After the conduct of the study, it was found that the WELL significantly increased the frequency of the submitted tasks of the students and thus further improved their academic performance in English. It is thus recommended that the WHLP Engagement Learning Log (WELL) be adopted by the teachers from the different subject areas when necessary, especially when a student has to resort to remote or distant learning.

Keywords: Weekly Home Learning Plan (WHLP) Engagement Learning Log (WELL), monitoring, learning progress, modular distance learning

INTRODUCTION

Monitoring students' progress is one way for the teachers to assess the effectiveness of their instructions. This allows them to keep track of the actual accomplishment of the students in the classrooms, to assess if the students are able to meet the learning goals, and to ensure their achievement (Villanova, et.al. 2019). However, monitoring students' progress during the first two years of the Covid-19 pandemic was quite a challenge to teachers due to the closure of most schools.

The current scenario in which the country has to deal with the threats of the global health crisis due to the Covid-19 pandemic called for the adaptation of the distant learning modality to ensure the learning continuity of the students throughout the country (Department of Education, 2020). The two modalities implemented in most public schools since SY 2020-2021 until the first quarter of SY 2022-2023 were online and modular distant learning modalities. On the second quarter of SY 2022-2023, the resumption of in-person classes was fully implemented nationwide. Nonetheless, distant learning modality is still considered an option should an emergency arise such as the possibility of isolation and/or quarantine implementation when a student or school personnel contracts the Covid-19 virus.

With most of the students lacking the hardware and internet connectivity necessary for online distant learning, most of the students had to opt the modular distance learning modality. In the absence of direct instruction from the teachers which is easily afforded in face-to-face learning or online distant learning, most students faced a lot of

difficulties in accomplishing the learning tasks in the instructional materials given to them.

In the modular distance learning modality, learning modules prescribed by the offices higher than the school level such as the division, regional, and Central Office of the Department of Education were distributed and retrieved at a regular basis, usually weekly. These learning resources were specifically designed to suit the needs, context, circumstances, and diversity of the learners (Department of Education, 2020). The students were required to accomplish the learning tasks specified by the teachers. The students had to accomplish the tasks remotely, with the assistance of anyone acting as para-teachers within their respective families.

Instead of the daily learning logs used in face-to-face learning, the teachers were mandated to provide the students weekly home learning plans (WHLPs) that would guide them on how to ideally allot their time in accomplishing the required learning tasks for their different subjects through the modular distance learning modality. In the initial set-up, the subject teachers would send to the class advisers the weekly home learning plan for their respective subjects. Then the class advisers would relay the WHLP to the students through any online platform such as Messenger and Facebook or through printed WHLPs given to the parents on the schedule of the distribution of the SLMs. The learning tasks could be found on the self-learning materials given to them before the start of each quarter. The teachers could only hope that students would diligently follow the instructions on the WHLPs given to them.

Modular distance learning modality presupposed that the students' parents or guardians or any able individuals in the family would assist them in understanding and accomplishing the learning tasks in the SLMs. With that being the case, the teachers would only have to wait for the students' outputs to be submitted on the day of the weekly retrieval. Due to the threat of SARS-CoV2 infection that may lead to Covid-19, the teachers would still have to wait a few days after retrieval before they could actually check the students' outputs to the learning tasks.

Upon checking the students' outputs, only then would the teachers realize the problems in the students' compliance to the learning tasks. Some students failed to submit their outputs because the schedule of submission were in conflict with the parents' or guardians' work. For some students, they did not have anyone at home who would submit their outputs, thus they only had to wait for the teachers' instructions on how they could submit their outputs, usually on days that were not within the scheduled days of distribution and retrieval. At times, the teachers were likely to find that students failed to answer the required tasks on the WHLPs, with some answering the tasks which were not required. There were also instances in which the students failed to follow the instructions in the learning tasks. Rampant also were the cases of cheating in which a considerable percentage of students from different classes were found to have similar answers to open-ended tasks. Thus, majority of the students barely passed their subjects each quarter, with only just a few earning grades that correspond to proficient level of

learning. These personal observations resonated the findings of several studies on modular distance learning indicating that students struggle with self-studying and that they probably have parents who lack knowledge to academically guide them (Dangle & Sumaoang, 2020).

With this study, it was hoped that the students' learning was still completely monitored despite the distance between them and their teachers. The foremost purpose was to assist the students in accomplishing their learning tasks during the implementation of the modular distance learning modality so that they could better proficiency level in learning that would be reflected in their grades.

METHODOLOGY

The study utilized a group of 30 students who were purposively chosen by the proponent. These students were chosen based on the availability of gadgets or hardware and Internet access that allowed the teacher to connect to them. They were also chosen because they were directly handled by the proponent in a particular subject, English, that served as the primary reason why there had to be constant monitoring done among the participants. Since the proponent taught English, the study focused on how WELL was implemented in monitoring the participants' learning progress in English. In the conduct of the study, the frequency of the students' submitted outputs on the third quarter and the corresponding grades they earned were gathered. This set of data were then compared to the frequency of the students' submitted outputs and the corresponding grades

they earned at the end of the fourth quarter, that is, at the end of the implementation of the WELL.

After the study was implemented, the proponent computed the average frequency of the number of accomplished tasks of the participants and the grades they earned. The study was conducted throughout the fourth quarterly period of SY 2021-2022. These data on the average frequency of submitted outputs and the grades earned by the students on the third and fourth quarters were computed using the paired t-test to identify if there was a significant difference between them. The computed data was the basis for establishing the effectiveness of the WHLP engagement learning log (WELL) as a monitoring tool amidst the implementation of the modular distance learning modality.

RESULTS

The study determined the effectiveness of the amplified implementation and monitoring of the weekly home learning plan (WHLP) engagement learning log (AIM-WELL), a monitoring mechanism that was designed to address the low submission rate of the students' outputs in the modular distance learning modality. This can be seen on the following results of the study. The results were anchored on the research questions specified prior to the conduct of the study.

Table 1: Frequency of Submitted Outputs and the Academic Performance of the Students Before and After the Implementation of the WELL

Students	Frequency of Submitted Outputs for the Third Quarter	Percentage of Submitted Outputs for the Third Quarter	Frequency of Submitted Outputs for the Fourth Quarter	Percentage of Submitted Outputs for the Fourth Quarter	Third Quarter Grades	Fourth Quarter Grades
1	12	66.67	22	91.67	85	88
2	13	72.22	23	95.83	88	89
3	9	50.00	15	62.50	75	78
4	6	33.33	18	75.00	75	81
5	7	38.89	19	79.17	75	82
6	8	44.44	21	87.50	78	87
7	11	61.11	18	75.00	79	81
8	13	72.22	18	75.00	78	81
9	5	27.78	15	62.50	75	78
10	13	72.22	22	91.67	82	84
11	6	33.33	15	62.50	76	80
12	8	44.44	23	95.83	78	82
13	11	61.11	22	91.67	83	85
14	3	16.67	21	87.50	75	81
15	9	50.00	15	62.50	77	78
16	10	55.56	18	75.00	77	78
17	5	27.78	11	45.83	75	77
18	11	61.11	18	75.00	76	77
19	3	16.67	17	70.83	75	80
20	3	16.67	15	62.50	75	78
21	5	27.78	14	58.33	75	77
22	12	66.67	21	87.50	76	78
23	14	77.78	21	87.50	86	90
24	9	50.00	19	79.17	78	80
25	10	55.56	18	75.00	78	81
26	6	33.33	16	66.67	75	78
27	15	83.33	24	100.00	84	87
28	10	55.56	18	75.00	78	80
29	14	77.78	21	87.50	84	88
30	13	72.22	21	87.50	80	85
Average	9.13	50.74	18.63	77.64	78.37	81.63

On the third quarter, the students had to submit a total of 18 outputs for the different learning tasks, both for the written and the performance tasks. On average, the students submitted a total of 9.13 outputs or 50.74% of the total number of expected outputs (SOP#1). Meanwhile, on the fourth quarter the students were expected to submit a total of 24 outputs both for the written and performance tasks. After the study or the implementation of the WELL, the students submitted an average of 18.63 outputs of 77.64% of the total number of the expected outputs (SOP#3).

In terms of the academic performance of the students, on the third quarter, the students earned an average grade of 78.37 (SOP#2). After the implementation of the WELL, the

students earned an average grade of 81.63 (SOP#4).

The study also aimed to find the significant difference on the average frequency of the outputs submitted before and after the implementation of the WELL.

Table 2. Significant Difference on the Average Frequency of the submitted Outputs Before and After the Implementation of the WELL

Parameter	Value
P-value	0
t	17.7398
Sample size (n)	30
Average of differences (\bar{x}_d)	9.5
SD of differences (S_d)	2.9332
Normality p-value	0.07146

The results of the paired-t test indicated that there is a significant large difference between the average frequency of the submitted outputs before the implementation of the WELL ($M = 9.1$, $SD = 3.6$) and after its implementation ($M = 18.6$, $SD = 3.2$), since the p-value which is equal to 0 is less than .001.

This indicated that the implementation of the WELL significantly affected the average frequency of the submitted outputs. Since the students were periodically monitored by the teacher, they became more conscientious in accomplishing and submitting the learning tasks assigned to them.

Paired t-test was also used to measure the significant difference between the academic performance of the students before and after the implementation of the WELL as reflected on the grades they earned on the third quarter and on the fourth quarter.

Table 3. Significant Difference on the Academic Performance of the Students before and after the Implementation of the WELL

Parameter	Value
P-value	2.321e-10
t	9.4542
Sample size (n)	30
Average of differences (\bar{x}_d)	3.2667
SD of differences (S_d)	1.8925
Normality p-value	0.003002

The results of the paired-t test indicated that there is a significant large difference between grades of the students in the third quarter ($M = 78.4$, $SD = 3.9$) and their grades in the fourth quarter ($M = 81.6$, $SD = 4$), $t (29) = 9.5$, $p < .001$.

Since the students' grades in the fourth quarter improved in the fourth quarter when the WELL was implemented, the results of the study indicated that the implementation of the WELL significantly improved the academic performance of the students.

DISCUSSION

Prior to the conduct of the study, the average frequency of the submitted learning tasks in English was 9.13 or 50.74% of the total expected outputs for the entire third quarter. This frequency of submitted outputs could barely suffice the needed points that would allow them to meet the desirable proficiency level in the subject. In fact, the students only earned an average grade of 78.37 in the third quarter, the period before the conduct of the study.

When the participating students in the study were monitored throughout the fourth quarter through

the implementation of the Weekly Home Learning Plan (WHLP) Engagement Learning Log, they became more responsive and conscientious in accomplishing and submitting their outputs to the learning tasks assigned to them. Thus, after the study, a considerable increase in the frequency of submitted outputs was observed as shown on the average frequency of 18.63 or 77.64% of the total expected outputs. The academic performance of the students also improved as shown on the average grade of 81.63.

The results of the paired-t test indicated that there was a significant large difference between the average frequency of the submitted outputs before the implementation of the WELL and after its implementation. A significant large difference between the grades of the students in the third quarter and their grades in the fourth quarter.

Due to the open and direct communication facilitated through the use of the Messenger in the implementation of the WELL, the students were also able to monitor their learning progress in English. Once the teacher reported to them the points they earned on their submitted outputs, they could readily express their satisfaction on the points they earned or express their desire to make better outputs so that they could earn more points. More importantly, through amplified monitoring, the teacher could better relay to the students the instructions on how to accurately accomplish the learning tasks specified in the weekly home learning plans. The students also minimized their mistakes in accomplishing unnecessary tasks

since not all learning tasks in the self-learning materials were required.

Based on the findings of the study, it was thus recommended that the implementation of the weekly home learning plan (WHLP) engagement learning log (WELL) be institutionalized, that is, every teacher in the different departments in school is highly encouraged to utilize WELL during remote learning, especially in the modular distance learning modality. The responsiveness of the students to the monitoring mechanism indicated their undeniable interest to continue learning. They just needed an assurance that they were not left alone in the pursuit of learning.

ACKNOWLEDGEMENT

The researcher would like to express her sincerest gratitude to the following people who were instrumental in the completion of this study:

Mr. Oliver P. Caliwag, Principal II of Jacobo Z. Gonzales Memorial National High School, for his unceasing support to the researcher, especially for the opportunity to conduct the study.

Mr. Edward Manuel, Planning and Research Officer and SDO Biñan City Research Secretariat, for his invaluable advice on how to best conduct the study.

Mrs. Maribel L. Nayad, School Research Coordinator (SRC) of JZGMNHS, for her unwavering technical assistance.

The selected Grade 10 students of JZGMNHS SY 2021-2022, as well as their parents, for the consent they willingly gave to have themselves as the subjects of the study.

Family and friends, for their love, support, and motivation.

Above all, to the Almighty God, for His eternal grace and for the blessings of wisdom and strength.

This endeavor is wholeheartedly dedicated to all of you.

REFERENCES

Department of Education (2020). DepEd Order No. 18, S.2020. Policy Guidelines for the Provision of the Learning Resources in the Implementation of the Basic Education Learning Continuity Plan. Pasig City, Philippines.

Department of Education (2020). DepEd Order No. 12, S.2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City, Philippines

Dangle, Y. P. & Sumaoang, J. D. (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. Retrieved from <https://www.dpublication.com/wp-content/uploads/2020/11/27-427.pdf>

Vilanova, R., Dominguez, M., Vicario, J., Prada, M. A., Barbu, M., Varanda, M. J., Alves, P., Podpora, M., Spagnolini, U., & Paganoni, A. (2019). Data-driven tool for monitoring of students performance. IFAC-PapersOnLine, (52) 9, 165-170.