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## Research Article

### Project N.E.W. - N.O.R.M.A.L.

### Navigating Electronic World to Numerous Online Resources of Modality Approaches in Learning

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## ABSTRACT

The advent of the current COVID-19 pandemic almost halted the education process between teachers and students. Nonetheless, the government strived and overcame all the challenges posited by the pandemic and forged forward to continue the learning experience of students. This paper introduces the proposal entitled Project NEW-NORMAL which will provide substantial support in the learning modalities of students and cater the basic needs of teachers and students for the teaching and learning process. Different learning modalities provided various avenues to the learners to the most convenient and available modes of learning to which they preferred to select and experience. Printed learning modality was one the options where provision of self-learning modules is necessary that could stand without the help of the teachers. Likewise, digitized learning modality offered the utilization of technological platform through social networking sites, media, fora, etc. to download the materials provided by the teachers and the Department. The increased of technological and adversity quotients created a strong hold to face the current situation brought by the pandemic.

**Keywords:** New normal, Online resources, Approaches in learning, Department of Education

## Introduction

Under the Rationalized Structure of the Department of Education (DepEd), the two (2) key result areas (KRA) of the Learning Resource Management and Development Section (LRMDS) are the learning resources and utilization of learning resources. In this KRAs, the following are the objectives: (1) Conduct an inventory of existing Learning

Resources (LRs); (2) Develop print and digitize contextualized LRs; (3) Quality assure contextualized LRs; (4) Publish the quality assured contextualized LRs in the LR Portal; and (5) Conduct monitoring and evaluation on the on-line and offline utilization of contextualized LRs.

The key person responsible to realize these objectives is the Education Supervisor in-

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charge of the LRMDS both in the Region and the Schools Division Offices. Situational leadership among administrators should be an effective instructional decision-maker (Francisco & Nuqui, 2020). The development of contextualized learning resources is necessary to ensure that every learner will have access to resources for the development and acquisition of skills. There are several motivating factors that teachers consider in developing supplementary learning materials (Jimenez, 2020a). And the instructional practices of teachers affect the academic performance of students (Francisco & Celon, 2020).

It is in this context that the Schools Division in Central Luzon conducted the inventory of existing learning resources and survey to all schools to identify the preference of parents in the New Normal Learning Modalities offered by the Department where the list of Learning Competencies (LCs) was compressed from 10,000 LCs to 5,000 Most Essential Learning Competencies (MELCs). And based on the results of the inventory, there is insufficient number of learning resources to meet the increasing enrollment in the Schools Division Office which requires huge amount for the reproduction and printing of the materials. In a related study, school readiness on distance

learning is not yet possible in a certain school division in Bulacan (Asio & Bayucca, 2021). Hence, the initiative through the LRMDS was conceptualized for the reproduction of the contextualized learning resources by tapping the schools to reduce the number of parents who chose the printed modular learning modality to digitize learning modality. In a recent research about contextualized e-learning resources, it showed significant results thus, strengthening the proposal. (Jimenez, 2020b). Through this, it will help the government not to spend so much amount for the reproduction and printing of materials and most importantly, it prevents the spread of virus because of no physical contact.

### ***Brief Background***

This Curriculum Implementation Division (CID) through the LRMDS has prepared a consolidated survey report of schools based on the existing preference of parents' public schools in the City. Generally, DepEd allocates funds for reproduction of learning materials, however, existing allocations cannot suffice the growing number of enrollees. Hence, this proposal is meant to diminish or equalize the shortage of materials resulting from the disparity of allocations and needs.

*Table 1. Consolidated Report on the Existing Preference of Parents of Public Schools for the 1<sup>st</sup> Quarter*

School	Enrollment	ODL	PMDL	BLO	TRBI	Grand Total
School 1	1672	51	1539	82	0	1672
School 2	685	26	529	130	0	685
School 3	208	24	151	24	9	208
School 4	1112	171	941	0	0	1112
School 5	511	38	473	0	0	511
School 6	1208	15	1185	8	0	1208
School 7	426	49	377	0	0	426
School 8	1135	219	876	40	0	1135
School 9	936	50	769	101	16	936
School 10	1262	37	1123	102	0	1262
School 11	245	8	237	0	0	245
School 12	1226	110	1054	67	0	1226

School	Enrollment	ODL	PMDL	BLO	TRBI	Grand Total
School 13	1250	56	1066	128	0	1250
School 14	188	0	188	0	0	188
School 15	352	0	327	0	0	352
School 16	820	246	526	48	0	820
School 17	1649	34	378	1237	0	1649
School 18	880	0	693	229	0	880
School 19	938	91	722	126	0	938
School 20	966	143	728	112	4	966
School 21	2198	539	1650	0	0	2198
School 22	691	159	419	97	16	691
School 23	361	14	332	10	4	361
School 24	244	18	109	112	5	244
School 25	203	12	101	90	0	203
School 26	182	113	69	0	0	182
School 27	664	24	236	403	0	664
School 28	38	6	18	7	7	38
School 29	821	245	576	0	0	821
School 30	267	16	159	92	0	267
<b>GRAND TOTAL</b>	<b>23,338</b>	<b>2,514</b>	<b>17,551</b>	<b>3,245</b>	<b>61</b>	<b>23,338</b>

Legend:

- ODL – Online Distance Learning
- PMDL – Printed Modular Distance Learning
- BLO – Blended Learning Online
- TRBI – Television/ Radio – Based Instruction

The main objective of preparing such consolidated report is to have a solid data on New Learning Modalities preferred by the parents and learners. The data gathered showed the need to make sure that learning resources to be distributed and reproduced are available in the field.

The objectives of the reproduction and distribution of the K to 12 Learning Resources are:

- 1) Distribute the digitized materials and reproduce the quantity of materials needed based on the results of the survey;
- 2) Solve the problem of funds needed to reproduce the learning resources required in the field; and

3) Intensify the use of the digitized learning resources for digitized modular learning modality and blended learning modality.

The target beneficiaries of the distribution and reproduction of these learning resources are the K to 12 learners of the Schools Division Office, Central Luzon.

## Materials and Methods

After identifying the LRs that need to be reproduced based on the report gathered, a meeting was set with the Schools Division Superintendent to present the data and the proposal for the distribution and reproduction of the LRs. A directive from the Schools Division Superintendent to the EPS in-charge of the LRMDS to prepare a budget proposal was

given. The Schools Division Superintendent in coordination with the CID and School Heads identified the process of innovation to solve the problems in funds allocation. The budget proposal was prepared and submitted to the SDO for approval. When the proposal was

approved the reproduction started. After the reproduction and approval of the materials, a new survey was conducted to identify the latest number of parents and learners who chose to digitized learning modality or blended learning modality.

*Table 2. Proposed Schedule of Activity*

Activity	August	September	October	November
Survey for Learning Modalities				
Letter of Request				
Approval of the Letter of Request				
Call for PhilGEPs Posting				
Bidding Process				
Reproduction Process				
Distribution Process				
New Survey for Learning Modality				

## Results and Discussion

Using a comparative analysis, this paper explores the impacts of increased parents and learners' preference to digitized modular and blended learning modalities. With the insufficient amount of money given by the Central Office for the second quarter intended for the reproduction of learning resources to meet the 1:1 ratio of LR to learner, the government saves millions of pesos for the reproduction of materials. Parents and learners instead used the digitized learning resources that are sent through any social networking sites or technological platform for distribution and dissemination. This simply implies that distribution of LRs becomes accessible, faster, and safer due to the threat brought by the pandemic.

Teachers now have easier ways to deliver instructional models and activities to the learners because learners have point of reference to look at. This context is credited to the 21<sup>st</sup> century attributes, skills and teaching performance of teachers which provides satisfaction to learners (Asio & Riego de Dios,

2018; 2019; Jimenez, 2020c). This is also coupled with professional bearing and work attitude and values of the teachers to best serve the students (Riego de Dios, 2020; Asio, Riego de Dios & Lapuz, 2019; Jimenez, 2020c). Likewise, learners have open access to instructions, theories, and formative and summative activities that give them clearer understanding and learning to any point of the lesson.

The increased of learners who selected the digitized modular learning modality/blended learning modality opens the lens of opportunities to the learners to learn, to enjoy, and to significantly absorb the K to 12 Basic Education Program particularly the MELCs provided. In a study done by Bayucca (2020) showed that teacher-respondents were proficient knowledge in basic ICT skills. In an investigation of a web-based classroom as an alternative learning tool in times of emergencies, respondents agreed on the platform of an alternative learning and teaching tool (Francisco & Barcelona, 2020). The same positive results were obtained by

Mobo (2019) in his assessment of on the effectiveness of e-learning. This will essentially help them with the increase in learners utilizing digitized modular learning. This innovation continues to deliver the DepEd's mandate to continuously provide quality, accessible, relevant and liberating basic education through contextualized learning resources which opens learners' perspectives to become the agents of change and the 21<sup>st</sup> Century Learners of our generation. This innovation also breaks the silence of traditional way of learning inside the classroom but through this technological platform, it creates a wider perspective to learners to utilize their abilities and skills in increasing their technological quotient. This innovation will also increase the effectiveness of remediation activities (Jimenez & Asio, 2020) due to

technological utilization and support from the student's parent.

Meanwhile, the learners and teachers lessened the chance to have physical contact with people which is the primary cause of Covid-19 transmission. The safety of the learners and parents assures that they are free from any infection brought about by the pandemic caused by Covid-19. This perspective is cognizant to the findings of Asio (2020) regarding household preparations during a disaster like what we are experiencing as of the moment. This innovation also helps the government particularly the Department of Health (DOH) in coordination with Inter-Agency Task Force (IATF) to keep people (the learners and parents) away from the threat of physical contacting that contains the spread of the virus.

*Table 3. Consolidated Report on the Suggested Preference of Parents of Public Schools for the 2<sup>nd</sup> Quarter*

School	Enrollment	ODL	PMDL	DMDL	BLO	TRBI	Grand Total
School 1	1686	0	1502	184	0	0	1686
School 2	688	0	404	60	224	0	688
School 3	1845	149	1467	63	166	0	1845
School 4	220	37	149	0	15	19	220
School 5	525	47	465	13	0	0	525
School 6	1256	0	1196	60	0	0	1256
School 7	422	21	401	0	0	0	422
School 8	1203	35	1168	0	0	0	1203
School 9	1031	0	1009	6	16	0	1031
School 10	1350	25	1325	0	0	0	1350
School 11	782	0	774	8	0	0	782
School 12	1371	59	1178	0	134	0	1371
School 13	1284	30	1044	0	210	0	1284
School 14	190	1	189	0	0	0	190
School 15	343	0	296	47	0	0	343
School 16	2411	475	1624	128	184	0	2411
School 17	4128	65	3580	302	181	0	4128
School 18	923	0	557	223	143	0	923
School 19	1030	194	766	26	44	0	1030

School	Enrollment	ODL	PMDL	DMDL	BLO	TRBI	Grand Total
School 20	1144	91	884	5	36	128	1144
School 21	2327	606	1604	95	22	0	2327
School 22	2034	0	1499	0	535	0	2034
School 23	387	16	353	0	15	3	387
School 24	246	0	23	0	223	0	246
School 25	247	2	116	0	129	0	247
School 26	1200	127	1073	0	0	0	1200
School 27	246	0	238	8	0	0	246
School 28	929	239	582	106	2	0	929
School 29	4183	0	568	1763	1852	0	4183
School 30	835	244	426	165	0	0	835
GRAND TOTAL	40,708	2,586	28,981	3,956	5,035	150	40,708

Legend: ODL – Online Distance Learning

PMDL – Printed Modular Distance Learning

DMDL – Digitized Modular Distance Learning

BLO – Blended Learning Online

TRBI – Television/ Radio-Based Instruction

## Conclusion

Based on the gathered information presented previously from the results and discussion, this paper therefore concluded that the use of digitized and blended learning modalities showed significant increase. This only shows that students and parents are slowly adjusting and adapting with the use of a more sophisticated learning methodologies in their educational experience.

## Recommendation

In the light of the conclusion drawn, the following recommendations are hereby offered by the researcher:

1. Teachers should consider the proximity and availability of internet access point of the learners in retrieving the answer keys/notebooks of the learners;
2. School heads should continue mainstream the use of printed learning modality to digitized or blended learning modalities to minimize the use of resources;
3. School heads should maintain the strict compliance to health protocols to delimit

physical contact especially those who prefer the blended learning modality and printed learning modality;

4. School heads should include mental health awareness, psycho social, and emotional intelligence trainings/seminars of teachers and parents to better serve the Department with positive outlook and healthy mindset;
5. School heads should maintain the open but restricted accessibility of internet for the parents and learners to download and upload materials for their respective teacher;
6. Education Program Supervisors should promote continuous development of quality, accessible, contextualized, and timely learning resources based on the latest trends in education particularly this time of new normal is encouraged.

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