

HYBRID MODALITY: EMERGENCY REMOTE EDUCATION

by:
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How do educators blend in the new normal of education? The effect of corona virus disease (COVID-19) has been paramount in all aspects of our life, especially in the field of education. There has been a huge lift, a shift that schools and stakeholders worked out hand-in-hand to continue the provision of education. In effect, the integration of the traditional face-to-face instruction and the blended modalities in the new normal has created a completely new modality, a hybrid, that is, the Emergency Remote Education.

For the past two years, the journey to continue the provision of quality education has been a tough course. Numerous challenge faced in the first on-set of the implementation of the classes, such as, no internet connectivity, lack of printing resources, lack of gadgets for communication and most importantly, readiness of educators in the so-called shift in the delivery of instructions. However, it has been highlighted that educators are resilience amidst the threat of the pandemic. Modular modality has been implement to most public school nationwide while other private school have implemented online learning modality.

While little by little, the schools have coped with the demands of the new teaching modality, students have also proved that their enthusiasm to learn remained strong despite the pandemic. With all these adaptation to the new normal of education, educators has valued the word, “integration” and “contextualization” more than any other time in their profession. Thus, such modification has resulted to locality-specific delivery of instruction or what Rotas and Cahapay (2020) noted in their study as the emergency remote education (ERE). Rotas and Cahapay (2020) noted that the ERE is not a completely new educational system nor a complete shift from the traditional instructional process, but rather, an alternative for educators to perform the provision of

instructional support to the students. Moreover, Bozkurt et al. (2020) added that ERE is a kind of distance education that should be treated as an 'option' not 'obligation' in this time of the pandemic. Furthermore, Rotas and Cahapay (2020) have elaborated that the ERE enables the educators to utilize the most of available resources in providing instructions such as the inclusion of various technologies through the remote learning.

This pandemic has tested the capacity of our educational system to adapt and continue. The ERE has been a proof that in the middle of challenging times, Filipino educators stand and thrive. As a nation, we have coped, still coping, and slowly bringing a better normal for the students. So the question now is, "how do we cope?" We blend in, we innovate.

References:

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