

PHILIPPINE TECHNOLOGICAL AND EDUCATIONAL ADVANCEMENT ON DISTANCE LEARNING

by:

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In the Global Innovation Index (GII) 2021 report, the Philippines claimed the 51st spot out of 132 economies despite the challenges brought upon the pandemic and the decreasing budget. Philippines' 2021 GII score is a deep close lower compared to its 2020 ranking. Nevertheless, the good innovation performance of the Philippines resulted in its inclusion to the list of five countries in the world that made significant progress in the GII overtime.

During this pandemic era, Filipinos are looking up to science, technology and innovation for providing solutions to their problems. Education is of the utmost. Teachers, students, and other community stakeholders shall adapt to the "New Normal". Face-to-face classes were shut down, hence devising by all means to reach out to the learners.

The Department of Education has been working hard making the essential moves in attending the learners' needs. Understanding the distance learning, the department has provided various tools to aid the learners despite the guidelines to stay at home. These tools include DepEd Commons, DepEd TV and Radio, and DepEd Mobile App. In addition to this, procurement of multimedia packages for public schools has also been included on top priorities. DepEd Commons is an online platform built to provide resources and learning materials in supporting distance learning modalities. On another bright side, those who were unable to accessed the internet and gadgets were not readily available, DepEd TV and Radio have already been airing which provide avenues to accommodate the different learning styles of learners. The episodes were designed with different interactive components to capture student's interest while attaining the target

competencies. Another tool is DepEd Mobile App which is designed for quick needs gathering and easy flow of information.

However, the adage nothing is easily perfected exists. Majority of teachers and learners struggled to adjust to a completely new learning environment. Devices were not readily available to everyone; students and teachers were left struggling as to which online tools to be used in this environment. We cannot deny the fact that not everyone can instantly grasp the technological arrangement, creating the gaps in learning access.

The sector cannot forcibly impose online learning modality because most of us are aware that not all learners were born privileged. There are those who were denied of the availability of internet access and gadgets to access the learning. DepEd has foreseen this problem that is why the modular modality is offered to learners who cannot attend to online learning.

The online learning is still in its early stages. But if we focus on consistently developing this modality and addressing its flaws, it has the potential to considerably assist in bringing education to learners, particularly those in rural areas. If both the government and technological industry work together in bringing resources to the unprivileged, we can take full advantage of this change to reduce possible gaps in learning and produce competent learners in spite of the pandemic hitting us.

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