

RISK AND THE RESUMPTION OF FACE-TO-FACE CLASSES

by:

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The Department of Education (DepEd) has gradually implemented a minimum face-to-face learning and teaching arrangement in several schools around the country. Part of the planning include ensuring that the school, as a learning environment, is ready, safe, and convenient for the resumption of "regular" school operations, not just for children, but also for other stakeholders.

With this in mind, it is pivotal to scrutinize the risk of launching face-to-face classes. Risk theory seeks to justify why individuals get into decisions when they are doubtful about the future. Routinely, a circumstance in which risk theory may be active necessitates a number of workable world statuses, a degree of conceivable potentials, and an offshoot for each status and decision combination. The theory foresees a decision based on the dissemination of potential outcomes. The notion is beneficial for those who make rulings whose success is contingent on how the world's risks play out. This scheme is pragmatic to decrypt the outcomes, apportion an approximation to each upshot, and stipulate each status a probability.

In terms of relevance, it is imperative to decipher the weighted outcomes that may lead to from each option when combined together to yield an overall merit for each choice about the comeback of face-to-face classes. School authorities and governing bodies are in charge of overseeing the available direction and assistance, as well as risk evaluation and health and safety requirements, to assure the security of the school community.

The risk of being afflicted by the virus, however, is not solely borne by school workers; it affects everyone. Community members, parents, and even learners should all be vigilant and observe all safety routine directives. Embarking to typical instruction is

undeniably and relatively intricate at the moment. Being aware of the danger and basing judgments on it, on the other hand, enables a successful return to normalcy.

References:

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