

BASIC EDUCATION IN A POST-PANDEMIC ERA

by:
Rafael A. Ramel
Teacher II

The COVID-19 pandemic has come to its end. As the cases flatten, different establishments reopen and begin to operate again. As an effect, transactions in the economy become normal. This marks for the educational institutions to reopen and begin to implement face-to-face instructions. Such bold move initiated by the Department of Education (DepEd) manifests its willingness to better serve its stakeholders most effectively and efficiently through instruction – face-to-face modality (DepEd, 2022). Though some are hesitant to join the program, many parents are optimistic about letting their children participate in the expanded limited face-to-face program. But these questions arise: how will basic education operate in a post-pandemic era, what will be the trust in education, and how it will be best implemented.

Education in the post-pandemic era will not be the same as what was before (Obana, 2021). Thus, instruction is just focused on face-to-face instruction. Students learn in an environment wherein threats are seen as non-important. But with what the world had gone through for the past two (2) years, humanity will be living with the COVID-19 virus. Education will consider and pay prime importance to health issues. Therefore, students will be coming to schools following all standard protocols from social distancing, wearing of facemask, washing hands, putting alcohol, to temperature checking. These will be part of education.

In a post-pandemic era also, education will not be focusing only on a single learning modality. Learning will be multifaceted. Meaning to say, it can be a hybrid wherein a student can have face-to-face, modular, and even television and radio-based

(UNESCO, 2020). The pandemic has taught the experts that learning happens even outside the four corners of the classroom. It happens every time there is an opportunity to learn. Thus, modality will depend on the situation, preference, and context of the students (Llego, 2021). The shift will be not on what you have learned (understanding) but on how you create out of what you have learned (creativity).

The pandemic has also taught the value of parental involvement in the academic formation of the students. The more involvement, the higher academic achievement. Though this has been controversial for the parents mistakenly interpreted it as taking over the role of the teachers, it has become an eye-opener that parents' involvement is important (Pek, & Mee Mee, 2020). In the past, parents are just figuratively seen as the first teacher of their children. However, restrictions and closing of the schools to face-to-face instruction provided concrete evidence that though teachers are in control of instruction, without the parents' help, instruction is hopeless.

Basic competencies are the most essential (Gonzales, 2020). It is undeniable that the pandemic has helped to identify what are the most essential learning competencies that the students need to learn. In the past, teachers are complaining about the cluttered number of competencies taught in each subject. But during the apex of the pandemic, the curriculum is evaluated. Henceforth, it is trimmed and identified only the most essential, necessary for the students to learn.

In the post-pandemic era, education will pay attention to the curriculum that is relevant, responsive, and essential. The trust will be towards bridging the learning gaps created during the two (2) years of the pandemic. It will be more versatile and flexible focusing on the needs, context, and capacity of the students. Thus, instruction will not solely consider face-to-face modality. It will be a hybrid or combination of different learning modalities as long as students best learn. Instruction will be towards remote learning aligned in the trusts of education 4.0 or the 4th industrial revolution.

References:

Department of Education (2022). On the expansion phase of limited face-to-face classes.

<https://www.deped.gov.ph/2022/02/02/on-the-expansion-phase-of-limited-face-to-face-classes/>

Llego, M. A. (2021). DepEd learning delivery modalities for school year 2021-2022.

<https://www.teacherph.com/deped-learning-delivery-modalities/>

Gonzales, C. (2020). DepEd: Guidelines for streamlined K to 12 curriculum now available online. <https://newsinfo.inquirer.net/1291914/deped-guidelines-for-streamlined-k-to-12-curriculum-now-available-online>

Obana, J. (2021). Education in a post-pandemic world.

<https://www.grantthornton.com.ph/insights/articles-and-updates1/from-where-we-sit/education-in-a-post-pandemic-world/>

Pek, L. S., & Mee Mee, R. W. (2020). Parental involvement on child's education at home during school lockdown. *Journal of Humanities and Social Studies*, 4(2).

<https://journal.unpak.ac.id/index.php/jhss/article/view/2502>

UNESCO. (2020). COVID-19 response: Hybrid learning.

<https://en.unesco.org/sites/default/files/unesco-covid-19-response-toolkit-hybrid-learning.pdf>