

ADDRESS THE GAP MADE BY THE PANDEMIC

by:

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With respect to the COVID 19 epidemic, the Department of Education (DepEd) enforced distance literacy modalities to guarantee literacy durability. As the epidemic started, almost all of the establishments in the country especially, schools were left with no choice but to close out of the obligatory community counterblockade.

Education mustn't be stopped. That's why DepEd came up with the idea of turning to online literacy and other flexible literacy systems to still assure everyone's safety during the epidemic while learning. "New normal," a substitution for traditional classroom-grounded literacy. Nonetheless, online literacy may have benefits for students, some might not be suitable to borrow technology. Given the challenges of distance literacy and unstable access to resources, poor-performing and marginalized students may fall further behind. Flexible literacy doesn't rigorously relate to pure online systems.

Flexible literacy may include other styles and learning accouterments that aren't internet dependent, similar as take-home conditioning and learning packets to be submitted upon lifting of the community restrictions. The same guiding principle applies to degree programs taking externship and students training.

In order to pierce to quality education, we must also be flexible and borrow to the "new normal" to address the gap made by the epidemic and overcome every handicap it brings us. I believe that when the epidemic is over, all our hard work will be paid off in the future and will surely help our country become better.

References:

Allen, J., West, D., (2020), How to address inequality exposed by COVID 19 pandemic, Brookings, retrieved from <https://www.brookings.edu/president/how-to-address-inequality-exposed-by-the-covid-19-pandemic/>