

THE EDUCATION SECTOR AMIDST THE COVID-19 PANDEMIC

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As a result of COVID-19's massive disruption of the educational system, academic institutions must act quickly. Developing a learning system that is robust and responsive is a difficult task for colleges and universities. In order to apply COVID-19 in higher education, a wide range of viewpoints must be taken into consideration. Students, faculty, parents and guardians, the community, and other stakeholders should be involved in the consultation process.

It is likely that the pandemic will have both short-term and long-term effects on educational institutions in terms of the infrastructure, operations, and personnel. In order to deal with current issues, institutions must conduct scenario analysis and have a thorough understanding of their surroundings. An institution's resilience in the face of hardship is essential. It's the ability to bounce back from any kind of educational hardship, be it trauma, tragedy, or disaster, stronger, smarter, and more firmly. The educational system must anticipate and prepare for the new normal that will emerge in the wake of the disaster. Resilient higher education addresses the continuity of teaching and learning during an outbreak and after.

The way we learn and teach changes during times of crisis. The ability to adapt and establish new teaching and learning methods in the event of natural or man-made disasters is a necessity for schools and other educational institutions. In light of the current state of the world's health, we should expect a trend toward online teaching methods. Face-to-face instruction is being replaced by online delivery as a result of the pandemic. There have been some concerns for children who lack access to technology.

There has been a widening of the gap between individuals with and without Internet connection because of the pandemic. Due to a lack of internet access, both teachers and students have found it difficult to stay engaged in the classroom.

Increasing the flexibility of teaching and learning is essential in order to facilitate the shift to a more flexible mode of operation. To put this into perspective, consider how classrooms make use of adaptability. Recalibrating curriculum in the context of the epidemic includes not only what should be studied, but also how it should be learned and evaluated. Students' demographic features, such as access to technology, technical literacy, varied learning styles and capabilities, and diverse knowledge bases and experiences, should be taken into account while designing a learner-centered curriculum.

When assessing the school's operating features in the event of a pandemic, students, faculty, curriculum, and external stakeholders are all important considerations. Schools need to adapt their curricula, train teachers, and modify their infrastructure in order to continue offering classes and learning opportunities during and after an outbreak. Strategic operations must be evaluated, updated, and reinforced as crises become increasingly unpredictable, ambiguous, and ever-changing.

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