COLLABORATIVE LEARNING IN THE TIME OF PANDEMIC

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The outbreak of the corona virus back in 2020 is something that seemed to be out of science fiction novel from the early 2000, in the same league of 2012 and the day after tomorrow, or even that Korean movie that become a blockbuster a couple of years ago.

The pandemic made people reevaluate their day to day activities and restricted so many aspects of our lives that it is now difficult to imagine how it was before it all. But the one factor of our lives that we refused to put on hold due to the pandemic is education. Although it more logical and practical for many Filipinos for the school year 2020-2021 to be put on hold and for the educational system to undergo an academic freeze, the people who run the system refused to relent to the cons of the situation.

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Ordinary face-to-face interactions are certainly out of the question because there is a very significant risk of spreading the COVID-19 virus through close contact and crowded areas. The system has a responsibility to ensure that teachers and children are not put in dangerous situations where it truly means life or death. Although it is a viable option, online education is not yet completely supported by the system. The fact that the schools lack the tools and supplies necessary to completely authorize education is one of the issues with this alternative. A sizable minority of pupils, particularly those living in rural areas, also lack access to fundamental online resources including devices and reliable internet connections.

This is the rationale behind the development of the blended learning technique in the educational field. If one is sufficiently familiar with the idea of online learning, they have undoubtedly previously come across the blended learning approach. Online learning and



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the modular technique are two components of blended learning, as suggested by the phrase itself. Students will be introduced to totally online study during this "between" phase. It is the location where traditional classrooms gave way to online courses and group meeting software. Collaborative learning is already prevalent in the Philippines, particularly in higher education. This technique is employed by college lecturers to increase student learning time. For some lessons, they employ modules or a curriculum, and students submit their work online. The majority of students in college are familiar with this routine practice.

It required some getting accustomed to, though, in the lower levels, such as primary and secondary school, where it is not as common. Public schools are not well-prepared for the number of modules required to truly implement the idea on top of the fact that it is a foreign concept. Some educational institutions lack the resources and finances necessary to create printouts quickly. But by Divine intervention, the institution is adapting months after the method was introduced. There are certainly flaws and concerns, but this only serves to highlight how smart and tenacious Filipinos are. They constantly take the bad and use it as a learning opportunity.

The collaborative learning educational approach established what the system needed and needed to be focused on. Teachers become more creative as a result of the difficult circumstances. Most importantly, the teaching strategy encouraged parental involvement in their children's education. The approach is far from ideal. Everyone is eager to get back to business as usual, but there are still a few details that need to be worked out. But right now, it still functions, albeit barely. If there is one thing that we can all take from all of this, it is the confidence that despite all of the bumps and stumbles that we have had this year, we have all come through on the other side.

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