

REAPPRAISING SELF-LEARNING MODULES

by:

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The advent of the pandemic brought forth the necessity to find ways to continue education through various means without physical contact. The Department of Education (DepEd) conceived different learning modalities for distance learning, such as “modular (printed or digitized), online learning, radio and television-based instruction, or blended learning (Lacsamana, 2021).”

This article focuses on the printed modular learning modality. In this mode of learning, students are given self-learning modules that, in theory, may be used by the learners to learn alone or with minimal supervision and guidance from teachers or guardians at home.

These self-learning modules, also known later as guided learning activity kits (GLAKs), were developed by selected teachers from each DepEd division office. The participation of teachers in module writing was crucial, especially in the initial weeks of planning the reopening of the classes in distance learning (Malipot, 2020). However, not all teachers chosen to write the GLAKs were book writers or authors. The teachers would have found it challenging to write the modules, despite a few days of training and writeshops. This predicament is not without a price.

The hasty production of the modules and minimal evaluation caused a blunder when they were distributed for implementation. Problems and complaints about errors (Magsambol, 2020; Adonis, 2020) and discrepancies about the modules abound from students, parents, and teachers. The issue took to the national stage, and DepEd was left apologetic, seeking everyone’s forbearance. In April 2022, DepEd apologized again for an

“unconscious” error that brought disgrace and disadvantage to Vice President Leni Robredo (Yang, 2022). These occurrences leave everyone with either more doubt about the quality of education DepEd offers or more zeal in improving what is broken. The latter seems more appealing.

Since then, continuous efforts have been made to evaluate and re-evaluate the self-learning modules to make them attuned to quality standards. In Central Luzon, a regional memorandum ordered the re-evaluation of locally developed learning resources to “revisit the locally developed learning resources, intensify the error watch of the divisions, and give recommendations and suggestions for the improvement of the locally developed learning resources (DepEd R3, 2021).”

In adherence to this, various division offices, including Bataan, conducted a series of re-evaluations of locally developed learning resources, particularly the self-learning modules. Following the guidelines set by the department for evaluation criteria, the GLAKs were evaluated on aspects including their “content, language, layout, and design (Malipot, 2021).”

Through these efforts, the department is hopeful that errors in the learning resources will not only be mitigated but eliminated.

An institution must re-evaluate its practices, programs, and resources to keep national and international standards at par. The quality of Filipino learners the DepEd produces relies upon the quality of education it renders. DepEd did its learners good upon appraising the self-learning modules that they use. We expect no less from this department responsible for developing and nurturing our young constituents.

In the long run, these modules will remain relevant even after diving back into face-to-face teaching and learning. They may be used for fostering distance learning among learners who cannot afford to attend formal schooling due to their circumstances. Students who are working, pregnant, and sick, among others, may choose to study

remotely and still be afforded with good quality of education. All because the self-learning resources are also of excellent quality.

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