

HOW DOES THE HOME-BASED LEARNING APPROACH BREAK DOWN EDUCATIONAL BARRIERS?

by:

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The unanticipated outbreak of COVID-19 in 2020 has presented a new challenge to education as well as a breakthrough opportunity to merge ideas for developing an information society. Meanwhile, the new home-based learning mode has allowed imposing changing standards on students; on the other hand, the question of how to improve the long-term outcome has led to new thinking for teachers.

Every effort is made to curtail the COVID-19 pandemic while keeping the teaching and learning process. DepEd Bayanihan was highlighted to bridge educational gaps and barriers even amid a pandemic.

One of the platforms introduced during this period of uncertainty is Home-Based Learning (HBL), which is meant to supplement, rather than replace, in-school learning. This gives students more opportunities to study independently and to be more self-directed in their learning, making it a responsive and relevant mechanism that will continue to give students opportunities to learn with and interact with their peers on such days. As a result, the pupils will gain from both in-school and home-based learning.

HBL, on the other hand, presents challenges to students in terms of learning while becoming self-directed learners, and parents are now under additional pressure to closely guide their children. This means that teachers need to provide support to both students and their parents during HBL, which can only be managed to accomplish if teachers partake and are properly supported. Rather than being a supplement, technology is now an integral part of teaching and learning. However, when using technology in the

classroom, there are some issues to consider, such as hardware and software ease of access, media exposure, responsibility, students' engagement, and, most relevantly, pedagogy and instruction.

On the other hand, although the DepEd Computerization Program has allowed the Philippine education system to benefit from ICT integration for more than ten years, this HBL period gave teachers the chance and the challenge to try out different pedagogical modalities. To learn more about how teachers designed worthwhile opportunities for students to engage in home-based learning, it may be useful to document the experiments and innovations that happened during this time.

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