

THE NEW NORMAL EDUCATION

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Changes in the personal, societal, and economic sectors are among the effects riffing from the Covid 19 emergency. While technological advancement is a constant and clearly increasing trend, it is not without its detractors, particularly those linked with the humanistic tradition in education. This is more evident now that curriculum is viewed as a complex conversation. In a complex and unequal world, students' well-being necessitates diverse, even conflicting, perspectives on the world, its problems, and the forms of knowledge we study to address them.

The pandemic has the potential to launch us into an even more totally digitized realm by adapting subjectivities to the recent demands of digital capitalism, a tendency that artificial intelligence will accelerate. These new subjectivities will have higher capacities for voluntary compliance and programmed operating abilities, resulting in a "new normal" that will benefit individuals who are knowledgeable about software-structured social relationships.

The mainstream discourse favors online schooling as the new normal during the pandemic and even afterward. During the pandemic crisis, online education may have been the only or final resort in many cases, however it was not suitable for everyone. However, this justification does not necessarily translate well to the post-pandemic environment, as many of the hurdles to successful online education during the epidemic will remain in place when the crisis is passed. Recognizing the limitations and challenges to online education, scholars are turning to blended learning, suggesting that it can be an adequate substitute for online education. Nonetheless, neither online education nor

blended learning is new, nor have they ever been the norm. Looking back in educational history, they emerged in the realm of online and remote education and were later "mainstreamed" into campus-based education. They were and continue to be only components of the educational ecology.

The discussion of what is the norm in education should not matter so long as it, whether new or old, first and foremost exemplifies caring, inclusiveness, and equity. In this regard, with the new importance set and brought about by the pandemic to technology, the use of it to education can and will be fully utilized if it is employed at the appropriate moment, for the right reason, and by the right people.

References:

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