

## SEEKING LEARNING BEYOND TRADITIONAL CLASSROOM

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After more than a couple of years of battling with the impacts of the pandemic, which halted face-to-face traditional classroom teaching, the Philippines is back with a need for Filipino educators to be more innovative and strategic in education and regain the learners' interest in various subjects they teach. From a long hiatus, now the goal does not rely on making learning happen but on how well the present teaching is more engaging and exciting, considering that the learners were exposed to the online world and less teacher-student interaction in the previous years. Such calls for approaches that could make learning even more developed, this time with innovative classroom management through the IPPED classroom as a method.

The IPPED classroom has been gaining popularity for its convenient and more focused approach. This strategy reverses the traditional classroom interaction where discussion happens during the allotted time for a subject through having the learning materials sent to the learners before the conduct of the class, as The Derek Bok Center for Teaching and Learning defines. This way matters for future discussions are further researched and self-learned by the students in the comfort of their own homes. What teachers will do then will center on in-classroom activities, so the students will not get bored.

Assessment and quizzes could be guided in this approach, and learners will have ample time to close their concerns and questions regarding scientific concepts, principles, and the like. Besides, more practical activities could be done using this method. As previously mentioned, students were exposed to too much technology as online learning invaded the educational platform during the height of the pandemic; thus, an interactive,

engaging, and inclusive approach must be the first project to develop (LSU Online, 2020). It only means that integrating technology and related practices would be effective in continuing their engagement in discussions. Online educational games and the inclusion of media from social networking sites that could pose relevance to the subject matter will be beneficial. Adding up to this is the utility of social media in campaigning over different subject concerns such as health and safety and advocating social issues. This way, learners still learn and become engaged without settling down on a primary and monotonous portal.

In addition to those matters, educators must utilize the 4Es method (Enable, Engage, Elevate, and Extend), as Borup et al. (2022) suggested. It includes enabling the learners to participate in activities that do not require many props but more on interactive materials utilization and engaging in classroom discussions through portals through which different learning outcomes could be developed. Elevating the pedagogy through diverse activities, such as making tutorials on daily activities and social causes, and extending the learning through minor activities targeting the primary subject-matter mastery as those tasks have been completed will also be beneficial. These approaches could lead to an engaging and interactive classroom through good planning and strategizing. Millions of Filipino learners anticipated face-to-face class resumption since the pandemic started immobilizing traditional education in the country. The goal remains the same, but the approaches needed, especially in learning in the new environment, could require more experimentation with new tools and progressive innovations to develop learning further. The IPPED classroom, 4Es, and technology-supported classes are just a few of the most creative and strategic methods. Educators will require further research and inquiry to develop the most convenient yet most effective approaches to regaining the life of traditional education in the new normal.

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