

BLENDING LEARNING IN TLE

by:

Michelle Ann D. Fabrigas

Lamao National High School Teacher I

The Technology and Livelihood Education (TLE) is a subject in junior high school wherein the students will learn the four courses which are Home Economics, Industrial Arts, Agri-fishery Arts, and Information and Communication Technology. This subject aims to prepare the high school graduates by providing them with skills for employment. This subject follows the rule of Technical Education and Skills Development Authority (TESDA) and allows the students to take assessment to check their capabilities and then given National Certification (NC) if competent based on standards. The students can use the said certificate for employment purposes not just in the Philippines but all over the world. The TLE goal in Grades 7 and 8 is exploratory. This means that the students can explore the four courses of TLE. In Grade 7 and 8 the students do not earn a certificate of completion (COC). The four courses are a introduction in receiving COC in Grade 9 and NC1 OR NC 2 in Grade 10.

This subject is career-oriented, but when the pandemic occurred, teachers must think of ways to teach the subject without going to school or by simply handing out the modules or giving online classes. Blending learning is highly reliant on in ICT resources. One way of teaching TLE in time of pandemic is to utilize Facebook as platform. Employing ICT significantly aided in the obtaining and transmission of knowledge among students by boosting their motivation and engagement in classroom activities. A computer with internet connectivity, in particular, enables the learners to connect with other people and provides them ready access to wireless data and information (Carreon, 2019). The learners of the twenty-first century are applied to as millennials as they were born in the digital age, in a setting where they can readily access the internet and are familiar with using

devices, social media communities similar Facebook, online platforms, and digital- based resources. Technology- intermediated education, similar as social media, equipped school, school book, and other blended platforms, are now considered in modern educational practices. Progressive teaching- literacy strategies concentrate on the holistic development of the student centered with 21st- century experience complying to technology- mediated teaching.

As a result, teachers should learn to incorporate a variety of 21st- century technology and platforms in order to make education applicable to the students. Teachers must be developers in their classrooms, reconsidering classrooms and adopting innovative educational approaches, making the teaching- learning process applicable and engaging, and permitting students to learn through their own speed, time, and location. Traditional and online learning should be integrated by incorporating Facebook as a conceptual understanding blended learning mechanism, supplementary teaching- learning instructions, and intervention in public schools. The contextualized blended learning integration leaves a positive impact on students as a user-friendly instructional tool that connects learning according to their own speed, time, and location. It promotes various teaching-learning delivery methods and enhances cooperation, communication, and interaction. As digital natives who support student learning, technology-mediated instruction is essential to them.

References:

Carreon, J. (2019, January 18). Blended Learning Tool in Teaching Technology and Livelihood Education Exploratory | Ascendens Asia Journal of Multidisciplinary Research Abstracts. Ascendens Asia Journal of Multidisciplinary Research Abstracts. <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/5696>