



“LEARNING PARADIGM AND INTERVENTION FACILITY TOWARDS THE NEW NORMAL”

By:

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Abstract

*The learning paradigm and intervention facility towards the new normal considers some elements such as 1) **Delivery mode** reveals that there is a conflict between learning and health interest where the government wants to look into, suggest that the desired learning process should be stabilized to maintain quality education. 2) **Feedback mechanism** is likely to aid the social media platform in making feedback which is very important to students. It is suggested that this building block should be resolved so that benefits can still be enjoyed despite pandemics. 3) **Connectivity** reveals that government should strengthen the connectivity as the new normal invaded the educational paradigm to sustain the learning needs. 4) **Learning quality** reveals that the top management level of every educational institution should come up with a plan by collecting some pieces of recommendation and design a learning intervention facility to enhance the student's claims and address this pitfall of delivering quality. 5) **System drawback** finding reveals that the administration should find some alternatives in addressing students' queries so that their interest in learning amidst the pandemic becomes normal behind its abnormality. 6) **Attention span** suggests that institution should draw a roadmap that direct the students actively and initiate a program that will energize and motivate their immersion to the new normal.*

Short title: “The learning paradigm and intervention facility towards the new normal”

Introduction

As the world experience a borderless impact on this pandemic which drastically change the old to "new" normal, creates some sort of anxiety since the readiness on facing the normal to a new era of development requires a lot of adjustment to all living creatures in the environment. The learning paradigm and intervention facility towards the new normal considered some element of change such as 1) **Delivery mode**, 2) **Feedback mechanism**, 3) **Connectivity**, 4) **Learning quality**, 5) **System drawback**, 6) **Attention span**. It has been a while where the environment is destructed by this uncertain phenomenon, lives become miserable since they are forced to shift to something where the discomfort in making an adherence is somewhat undefinable. In business aspects, as this pandemic continues, its economic impact has become more and more apparent. The usual revenue-generating industries such as Hotels and Airlines had been hit hard, and events

continue to be canceled left and right to prevent the spread of this virus. The analysis came out made by the effort of the Asian Development Bank (ADB) to help government mitigate the human and economic impact of the virus. This analysis brings a worst-case scenario to the economy and industries thereby, the education sector, apart from it is not exempted from this crisis. At the start of this pandemic, learners were forced to depart from their usual classroom environment due to the strong mandate of the government as a control measure in preventing the spread of this virus. Since then, the classrooms remain vacant as face-to-face learning setup was out of the picture, resulting in shifting to different learning modes. The commission on Higher Education in response to the call of the government issued a memorandum order No 04 series of 2020 implementing the guidelines for a flexible learning modality. The emergence of the COVID-19 pandemic brings and unprecedented disruption to the lives of people all over the world. Its presence rocks the global arena because of the sudden change for no one is ready enough to brace its impact on society.

In the Philippines, educational institutions are trying to make sure that learning is unhampered in the face of the health crisis by employing different control measures. Despite the presence of this virus, classes still resume even if the country is dealing with the coronavirus. The flexible learning approach as an instrument that we opted to adopt accordingly is no longer "new" since top universities have been doing this even before COVID 19, De Vera Explained. However, the spread of this virus still evident as it sacked a huge number of figures infected by this virus. India's one-day highest summed up to 314,835 new COVID -19 cases during the yearlong global pandemic. Followed by the United States of America its single-day high of 300,310 new cases just this January according to the John Hopkins Corona Virus Resources Center. The Philippines registered a record high of 1,043,161 total cases, 948,180 recovered and 17, 301 death lower far beyond other countries however, this does not guarantee security and safety on its spread. The above figure on COVID infections although, the Philippines comes the lower in terms of figures, the presumption is, the old normal the "face-to-face" classes, still not possible. Just lately, some evidence of the virus spread resulted in the closure of some churches since the presiding priest was infected by this virus. The quarantine policy is now back to its usual activity which adds on to prolong the strict compliance implemented by the Inter-Agency Task Force (IATF). Months ago, these mandates were found to have flexible due to lessening the spread of infections however, later was ordered to implement back some usual measures such as wearing of face mask and shield, washing hands and feet, disinfect with alcohol, social distancing, and the like. Curfew hour was then reactivated limiting people's movement during the way hours for it is believed that reducing the spread of this virus is controlling the influx of people. The above indicators found to prolong the crises faced by people and cordons the movement of the students were the long been normal face-to-face classes seemed impossible this time.

Methods

Since the pandemic is still evident, the researcher surveyed the use of different social media platforms such as Google meet, Skype, Google classroom, messenger, calls, and text used as a tool in gathering the information. The 400 randomly selected respondents coming from the different departments were asked to answer the instrument purposely to assess their sentiments and feeling embraced during this time of the pandemic. The study uses the feedback summary of students from the period of one (1) year starting August of 2020 to July of 2021. Responses and feedback are taken from different year levels and areas of study. Results and feedbacks undergo a review, collates some documentary shreds of evidence, reports, updates, and trends from the occurrence of this pandemic for the critical triangulated test. Reinforced information drawn from an interview

of colleagues was also taken into consideration to supplement the veracity and validity of this study. A computerized tabulation approach was used for the accuracy of the result. Since the study deals with science, the qualitative and quantitative data, idea exchange, and other methods are considered. Achieving accurate result of this study, the different statistical tool was used to come up with a clear result. This is to counter check the accuracy and validity in concluding to draw the following findings:

Findings and Discussions

The learning adjustment innovation: an intervention approach towards the new normal considers the element of change such as 1) Delivery mode, 2) Feedback mechanism, 3) connectivity 4) Learning quality, 5) System drawback, and 6) Attention span believe to be a contributory factor in addressing some feeling of anxiety by the students during the pandemic, thus the findings below are:

Delivery mode

Gone are the days where the traditional academic practices being enjoyed by the students as learning beneficiaries, come to as history. Shifting to the new mode of educational platforms yielded some varying views on stakeholders from different levels. Their daily life routine was a challenge by the occurrence of this pandemic resulting to have a feeling of uncertainty. Their learning readiness was tested by these environmental changes were difficult on adjusting in it requires a diversified mindset to attune to the unexpected turn of events. In the traditional learning approach, this mode is referred to as the Face-to-face activity between students and teachers interplay. There is a direct engagement between them where feedback, queries, and even advance views are addressed right in time. In the modern time especially during the pandemic, the learning mode shifted to a 360 degree in all approaches thereby, adjustment for the stakeholders (the students) seems to be beyond the normal. However, this delivery mode is designed to support and enable the learning process to function in a normal way despite being abnormal. The activity is well supported by a new and modern approach called digital platforms. This type of academic approach creates a feeling of being isolated as viewed by students and somehow became a reason that reduces their learning interest. It's been their dream to return to the normal learning modes however, in the advent of the continuing spread of the coronavirus, this type of learning modalities will remain as it is.

The stakeholder's responses were unified when it comes to the mode of delivery during the new normal environment. They claimed that their learning retention is different compared to the old face-to-face learning approach. In the event situation comes and needs to be clarified, the response expected is uncertain, unlike in the classroom setting, right there, issues raised are addressed. Most stakeholders clamor that the new normal learning delivery mode is somewhat "a self-study" wherein students are banking within the framework of their understanding. Another group of respondents has another clamor that due to the absence of face-to-face classes, collaborative learning is out of the picture, giving the chance to students to interact as a way of making further understanding. The above finding and observations are suggestive: which means that student's claims are valid, however, due to the conflict between learning and health interest that the government is looking into, a review on the mode of delivery is needed to facilitate stakeholders' claims. Further, since the environmental abnormality is still evident, and the desired

learning process is not yet stabilized, it is suggested to the government that they should design a learning delivery mode that balance some stakeholders claim for quality education.

Feedback mechanism

The term itself denotes a direct response to queries, questions, and clarifications usually done during the face-to-face. Is a process that uses the conditions of one component to regulate the function of each other. Teachers sometimes find difficulty in taking appropriate actions in the absence of feedback. Since the learning mode is changed, the facilitator also needs those feedbacks as a basis in designing an intervention appropriate as effective learning tools. As viewed by many concerned facilitators, they constantly look for clues in a way, it aids them to understand and create a sound decision for all. Feedback is useful because it will answer the questions on how one is working and it's a tool that provides them the knowledge with regards to their performance. Feedback can't come by just a simple image, it should be evident and reflective so drawing an immediate response can be quick and addresses the problem. Even if how much effort the facilitator does, generating feedback is impossible in the absence of face-to-face classroom contact. When respondents asked, they can make feedback to concerned facilitators, however, they feel uneasy due to some concerns that they might be misunderstood and will result in an unfavorable impact on them as students.

The findings of the surveys are all valid at it seems, they also need the importance of feedback either way, from teacher to students and vice versa. These findings imply that although we are facing a tremendous test of time, it is suggested that all department heads should meet and discuss to create some possible ways to address this learning constraint. Using the social media platforms will help them in the creation of an online feedback mechanism in a way, all learning building blocks can be resolved over and above the benefit of all amidst the pandemic.

Connectivity

In the advent of this pandemic time, connectivity is very vital as it is a major element that links information through the use of the internet. The connectivity nowadays faced a tremendous challenge to educators in finding some remediation for students having online classes since there are connectivity constraints. As reported, the Philippines has only about (26.08) broadband speed and with (16.89) mobile speed of a population summed up to (11,046,913). This would mean that the ratio between users against the speed and volume provided is not enough to cater to the present need. The use of the internet is inevitable this time since this is now the new medium of communication people used in doing business and leisure.

On the other hand, despite that connectivity is somewhat a hindrance to the new normal approach in learning, nevertheless, it provided benefit the many users as it educates the learners in one way or the other. They can still meet the requirement needed for educational use however, the element of time is far beyond hitting deadlines. Strong connectivity like some other developed countries allows the learners to collaborative learning and exchanges ideas even without the presence of face-to-face interactions. During these pandemic times, learning would not be that problematic as it can be replaced by new platforms of education. It could be safe to recommend to the government of our country to strengthen the connectivity as the new normal invaded the educational paradigm-shifting to sustain the learning needs of the stakeholders and remain competitive and able to achieve the desired outcomes amidst trials and challenges brings forth by the new normal, (: ISSN 2320-9186).

Learning quality

This is the ultimate goal for every academic institution to remain competitive in business. Also used as a technical strategy to some, as a tool in inviting stakeholders (students) to join in their organization. However, in the present times where the environment is being disturbed by tragic change resulting to experience the utmost uncertainty, the attainment of learning quality seems impossible.

It is a fact that quality learning is provided with the ability to effectively develop one's knowledge and skills and retained what was gained. The evidence can be associated with satisfaction as a result of the learning process. Quality, as the word defines, is a process of providing a well-defined delivery of that important element that enhance learners in their respective fields of study. This can only be attained if and when, the organization able to identify potential intervention to the perceived problem so the aimed quality learning is sustained despite the evidence of the global pandemic crisis. The new normal learning mechanism adopted by many was found to be insufficient since its implementation also experiences difficulty in terms of the way it is being discharged. Unlike in the old classroom setting, the provision of some practical guidelines provided by facilitators arouses the interest of the learners. The government mandate regarding the imposition of quality education is still aggressive despite the foreseen obstacles. Quality as it seems is the process of ensuring that the institution meets and maintains a minimum standard of quality and integrity in their implementation of educational platforms. During this pandemic time, the learning process is somewhat a "self-regulated" activity. Students or the stakeholders are just reinforcing knowledge based on his/her understanding since life is somewhat isolated due to the pandemic. Some resort to shifting their mindset and makes a drastic decision of leaving education for the meantime since they find difficulty in adjusting to this unusual situation.

A unified student's clamor about learning quality viewed it as impossible to achieve because of the presence of a pandemic that needs to be resolved. This eventuality creates some gaps between the student's desires and the academic provisions. Further, they also noticed that learning using a digital platform is insufficient in acquiring quality knowledge-based since there are numerous issues and conditions to be addressed. Meanwhile, other groups of respondents view the provision of learning quality as affected by limiting student's mobility where academic requirements demand time. They also anticipated that students nowadays lack knowledge due to the pandemic that serves as barriers in exploring academic matters. Both of the respondents agreed that the only way to improve learning and having it quality were skills are developed and knowledge retained, there is no substitute for face-to-face learning.

The respondents claim is somewhat favorable, however, the long been dreamed face-to-face interplay in the classroom setting is still not possible due to the increasing number of cases transmission of the pandemic "COVID-19", this finding implies that the top management level of every educational institution should come up with a plan by collecting some pieces of recommendation and design a learning intervention facility to enhance the student's claims and address the pitfall of delivering learning quality.

System drawback

Most of the motivating factors to every student is fulfilling their desired goals in life. Parents as well, strive hard to support children in their quest for knowledge generation. They are looking forward to the event happening after spending tiring days in school, extending provision in terms of educational support. The unconditional love extended is the source of motivation that fuels one to perform beyond expectation to meet requirements. All these things were gone when this pandemic strike in the global arena. As reported by Cable News Network (CNN), academic calendars were adjusted which affects some usual activities of the stakeholders such as summer

break, no longer in effect. A regular schedule of classes has moved from its original time frame to the new set up making everything unusual for a student to adjust. Many academic activities such as graduation ceremonies, foundation day celebrations, Valentine's Day, and the like were no longer experienced by them at present. Some students draw an initiative celebrating graduation day at home just to feel the atmosphere of being one. Freezing and isolating those activities for many viewed it as demotivating factors in the learning environment. Some groups of respondents strongly showed their sentiments on this phenomenon as they feel isolated and barred from experiencing those affairs. The education department has "pegged" the academic year until the spread of COVID-19 in the country is brought under control. De Vera also initiated some move of easing student's burdens such as delaying class opening and pass all system and extends submission times for requirements. The schools were mandated to and provide instructions to be flexible. For more than a year since the pandemic hit the whole world with no indication of making the world normal, the fear of everybody remains and is believed to prolong the worst system. The continuing threat has no symptoms of getting normal, hence, the general assumption is, as life becomes abnormal, the normal becomes "*new normal*".

Because of system drawback, respondents still have in mind that they will still experience things not enjoyed by some other students which in turn, reduces their interest in making academic efforts. Further, they found their learning this time of pandemic not meaningful. This finding reveals that the administration should find some alternative actions in addressing students' queries so that their interest in learning amidst the pandemic will still be meaningful. It is further suggested that the means of reenergizing the desire of the students depends on how the "*intervention*" is designed and attune to the new normal.

Attention span

This pandemic times losses the feeling of one's care as aspired by everyone in the organization of the academe. Study shows that retention of anyone in the organization is giving them the chance to socially integrate their lives to other. By definition, attention span refers to the amount of time a person can concentrate focused attention on something. In short, every student needs to be recognized despite any difficulty absent during the pandemic. Students are looking at something that catches their attention and using the digital platform of classes, they no longer enjoyed it. Hence, their desire of having face-to-face class instruction remains to be the most preferred type.

Classes during this pandemic time as the respondent claim that they are not motivated to do things for the reason that challenges and suspense in terms of the work done bear no excitement. Unlike the old normal class setup, if they feel unsure of what they have done, the teacher is ready to rescue and guide them. Studying alone reduces their climax and lowers down their interest due to this pandemic. All these elements of education have shifted to new norms in which they are forcing themselves to immerse in it. Attention span finds that most students only maintain a minimum time of learning due to lack of motivation. The new mode of learning like the modular or online approach reduces their attention since pressures and deadlines are different from the old approach. Their learning desires are limited since destructions often appear. A student who was interviewed regarding how he handles the class in a virtual approach finds it irrelevant considering the barriers involved in the process. They further say that even if they shifted to online classes, still they cannot find comfort in having attention due to the number of students engaging in that platform. Many of them are not known to their teacher since they only meet virtually. The consultation hours have no meaning since, even if the time is set, the problem is the connectivity

that hinders a lot from the students. In general, the common overview of the students being surveyed unanimously agreed that they need attention when it comes to education. They are looking forward to the way how teacher takes care of them in times where confusion and understanding difficulty appears. Having all these things, students' motivation faces a challenge, and hence, it is safe to suggest that, even though we know that the usual face-to-face is not possible for the moment, the institution needs to draw a roadmap that direct students actively, the institution should make an action and initiate program that will replace the old to new norms and thereby, activate the energy of the students. Through this process, despite the difficulty in shifting the new mode, once and for all, a strategic activity could fill in the gap between attention span irreplaceable by face-to-face activity.

Conclusion and Recommendations

The learning paradigm and intervention facility towards the new normal considers some elements such as 1) ***Delivery mode*** reveals that there is a conflict between learning and health interest where the government wants to look into, suggest that the desired learning process should be stabilized to maintain quality education. 2) ***Feedback mechanism*** is likely to aid the social media platform in making feedback which is very important to students. It is suggested that this building block should be resolved so that benefits can still be enjoyed despite pandemics. 3) ***Connectivity*** reveals that government should strengthen the connectivity as the new normal invaded the educational paradigm to sustain the learning needs. 4) ***Learning quality*** reveals that the top management level of every educational institution should come up with a plan by collecting some pieces of recommendation and design a learning intervention facility to enhance the student's claims and address this pitfall of delivering quality. 5) ***System drawback*** this finding reveals that the administration should find some alternatives in addressing students' queries so that their interest in learning amidst the pandemic becomes normal behind its abnormality. 6) ***Attention span*** suggests that institution should draw a roadmap that direct the students actively, initiate a program that will energize and motivate their immersion to the new normal.

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