



Education Innovation in Learning Magnitude: A Challenge in Adaptation of the New Norms for Sustainable Educational Development

By:

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Abstract

Educational Innovation in Learning Magnitude: A Challenge in Adaptation of the New Norms for Sustainable Educational Development such as 1) connectivity reveals that stakeholders relied too much on the digital platforms mode of learning amidst the COVID-19 pandemic and experience lot of learning constraints; 2) economics is likely to be the major learning obstacles that they consider as an “additional financial burdens” as it reduces the capacity of the household to sustain the academic requirement in face of the pandemic environment. 3) Transmittal reveals the likelihood of an additional burden to learners as they find difficulties in sending output and reports for their academic requirements and meeting deadlines. 4) risk reveal that learners has the feeling of fear for infection of the virus as there is no guarantee of being safe considering that the virus is unseen. They also consider this as learning barriers because even if they strongly follow the protocol, safety is not a guarantee. 5) Graphical location on the other hand reveals that the learners suffers much on the condition where they have the feeling of being deprived from enjoying the new digital educational platform as designed to combat the unfavourable condition brought by the pandemic. Generally, the Educational Innovation in Learning Magnitude: A Challenge in Adaptation of the New Norms for Sustainable Educational Development faces an extraordinary educational curtailment and this shows “positive indicators” that the adaptation of the new normal is no longer new, hence the desired emersion of change to the new educational platform requires the (LGU) “Local Government Unit) to invest more on digital connectivity which provide access to many stakeholders making the “new” normal becomes the “normal way of life.

Short Title: Nourishing learning magnitude for the new normal

Introduction

Nourishing Learning Magnitude in the new normal comes in different avenues such as the application of modular and on-line teaching methodology. The “*new face*” of the education is far beyond its restoration “*back to normal*” due to the presence of the new variant of COVID-19 pandemic. It’s been a long journey of adjustment and even prolonged to an unknown and unpredictable timelines of miracle to flatten the cases of this virus. A challenge that a “*prediction*” of an end is “*unseen*”, hence, the institution of learning find ways to deliver its commitment even beyond unreasonable return.

The deprivation of people in going out from one place to another is still in effect, since critical signs invaded the environment with no recommendatory measures to adopt other than the “*self-protection*” by wearing the mandatory IATF(**ANTI AGENCY TASK FORCE**) prevention and control like wearing face mask, face shield, washing hands and feet with disinfectants, limiting exposures for non-essential activities, physical distancing and controlling the mobility of people through the implementation of curfew hour. This effort is geared towards eradicating the invasive attack not only in Mindanao but to whole country as well.

Some initiative arises to combat the constraints of learning obstacles such as the creation of the program” **MODULE MO ABOT KO**” which means that modules will be provided to stakeholders and will be shouldered by the institution the “**LGU**” (**LOCAL GOVERNMENT UNIT**) just to meet the necessary and mandatory needs of the learners amidst the crises brought by this pandemic. The effort from producing and delivering of the modules does not only affect teachers” *Frontliner*” as they are “*compiled*” “to do despite the draining human energy; financially, (*On the part of the institution*)

are also affected since the activity is not only by sending these materials but collecting as well covering all municipalities that comprises Misamis Oriental and Bukidnon areas where student's "the stakeholders located". Modules are created and designed for those stakeholders who do not have direct access to social media platforms for unnumbered of reasons. The connectivity is one of the major constraints in this type of educational practices considering that many stakeholders are "deprived" of owning one gadget to answer the need due to economic status.

The long been awaited normal "face-to-face" classroom interaction is still unpredictable as to its resumption. At present, there is an increasing number of cases and death as reported by CNN, hence, strict adherence to the protocol and guidelines is a must. Despite **COVI-19** vaccines are being rolled out across country, still the observance of the basic guidelines is immeasurable defences. Social distancing experienced by experts is inevitable even if one gets vaccinated since, there is no substitute for public health measures. The public health measure is called non-pharmaceutical interventions even before birth of this pandemic. Strategies used as measure was the "banning" of indoor public gatherings, closing schools, churches, and theater. The quarantine and isolation practices were no longer new when pandemic like this strikes. The new normal now-a-day is no longer new, hence the role of the social media is very vital in terms of blending the emersion of the real colossal nature. The need of social media platforms and infrastructures is the immediate type of interventions to address and sustain the education's learning blocks. Different social media are as follows: Facebook, messenger, and a lot more. Another commonly used Apps to supplement learning enhancement such as Google Classroom, Google forms for student's activity. These multimedia platforms comes timely and contribute to response the need of the millennium in the aspect of education and new literacy practices. This useful tool answers the need of the new normal requirements in learnings and increases the technical know-how of users as this become ordinary activity in the new arena of generating knowledge. The essence of social media provides an avenue of learning data bank as this is the source of material information relevant for mental absorption. However; some leaning building blocks appear such as 1) connectivity, 2) economics, 3) responses, 4) risk, and 5) location. All these constraints should be addressed in one way or another.

Approaches

As one among the many "*Frontliner*", testing and validation on the magnitude of learning as experience by the learners are reviewed on a quarterly basis: (January, February & March) first quarter 2021, (April & May) second quarter. Records of reports collected from different localities in Misamis oriental provinces and its neighbouring barangays and including provincial areas of Bukidnon were analysed carefully using qualitative and quantitative approach to ensure the authenticity and veracity of the responses. Nourishing Learning Magnitude in the new normal relied too much for this multimedia platforms. Learning literacies success are binded together as the major tool to combat the inadequacy or the absence of the traditional face-to-face by students' and educators interface. This tool (Multimedia) helps the learner to explore the understanding on the learning process. "*Pedagogical* and *andragogical*" concepts will also be explored and even go beyond the theory of cognitive development. However, the yards tick in assessing the degree of its worth will depend on how this intervention being implemented so that the ultimate goal can be achieve at its supreme level.

Since the study focuses on the use of multimedia as intervention to learning literacies, the qualitative information gathered through interviews and other means of justifications were taken into consideration. More so with the feedback brought about by learners as to the relevance of the materials provided and used. The implementation of the intervention were made to pave the way of the assessment, data from different influx of student in many geographical venues were triangulated to ensure appropriate results and the findings are:

Findings and Discussions

Educational Innovation in Learning Magnitude: A Challenge in Adaptation of the New Norms for Sustainable Educational Development has different areas of concern such as: 1) Connectivity, 2) Economics, 3) Transmittal, 4) Risk, and 5) Geographic location. These are Global phenomenon adopted as mechanism to supplement the new normal learning amidst corona virus (COVID 19) pandemic. Thus, the findings below are:

Connectivity

It is a process of passing information through the use of internet connection in an electronic environment. The said connectivity link the learner some information updating them however, challenges educators to find some remediation for students on line due to some connectivity constraints. Since our country (Philippines) has only (26.08) Broadband speed with (16.89) mobile speed of a total population of (111,046,913), would mean that there is really a shortage in terms of connectivity for on-line learning substitute. In today's modern world, the use of internet is inevitable since this is now the new medium of communicating people, business and even leisure hence, connectivity is affected "users versus the speed" availability.

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 collaborate learning and exchanges ideas even without the presence of face-to-face interactions. During this pandemic times, learning would not be that problematic as it can be replaced by new platforms of education. It could be commendable for the government of our country (*Philippines*) 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 achieved the desirable outcomes amidst trials and challenges brings forth by the new normal.

Economics

Despite of having economic difficulties, it cannot be denied that there is no replacement for education considering that "*knowledge gained*" cannot be taken away from the one who learned. The truth is, "THE CORONA VIRUS" pandemic has wreaked havoc on the financial aspect of a country and its people. The effect is felt not only in our country (Philippines) but to the whole world as well. Noticeable shut downs of businesses, increasing restrictive measures which brings collateral damage to people and the downtrend of household's economy. As cases continue to climb globally, the economic stability for every nation is affected more so with the people within.

A record high of 193 companies declare permanent closure due to COVID-19 crisis. In the Philippines alone, exactly 69,022 employees from more than 2,000 establishment across the country have gone jobless amid the corona virus disease (COVID-19) crisis. On top of the enumerated permanent closure of its business operations, 1,875 other have reduced their workforce. Economically, the closure brought about by this pandemic brings abnormality since the usual life style are full of restrictions. The government initiative was to give (AYUDA) "*assistance*" to those who are affected on a selected basis focused on the "poorest of the poor" however, this initiative seem temporary as this pandemic COVID-19 does not define its boundary of spread. Some employees clamour asking a separation fees to their employer however, due to the sadden spread of this virus that cripple down business operations, their demand is beyond impossible. It can only be a statutory rights to every employee if they got separated from work without legal basis. The employers' confederation of the Philippines (ECOP) expressed their concern about how this establishment can give their employees' separation pay when they, too are severely affected by the implementation of the community quarantine measures amid the "Corona Virus" pandemic.

There is really an excusable amount of people affected by this pandemic problem in which learners are facing tremendous trials due to economic uncertainties. This problem is forecasted to prolong the agony of the people in the economy since some of the businesses resume its operations. There are about 960,000 workers are back to work under "flexible working arrangement" which means a reduction of their earnings.

Some other sector in the economy that belongs to transportation, (Bus, Taxi, Motorela, and jeepney) are also economically affected due to reduction of passenger policy. Their carrying capacity are reduced to fifty (50) percent thereby the said reduction tantamount to reduce one half or "fifty percent" of their daily earnings. Some students' "learners", due to the presence of this pandemic, opted not to continue learning as it seems additional burden for them when it comes to financial requirements. They also consider this pandemic as PABIGAT (Burden) and learning for them through a computer not preferred. The summative effect of the financial repercussions of on line learning platforms results to additional expenses and lost income.

Transmittal

Is a method of submitting material and output requirements by the learners to the institution for purposes of recoding and monitoring. The Inter Agency Task Force IATF which prohibit the learner's mobility despite its essential contribute to more unfavourable effort of the learner's in terms of the submission of the necessary requirement. The common way of sending their outputs is through the use of multimedia which found to be requiring them an untiring effort for compliance. Since the COVID-19 has already spread to more than 100 countries, the fear of going out even if it is essential, lead to their feeling of chaos and fear of being infected by the virus from the environment he/she has to go. Due to this uncertainties, learners reduces their enthusiasm and undermined deadlines and keep the principle of "come what may"

Institution on the other hand, are advice by the Commission on Higher Education (CHED) pertinent provision Republic Act (RA) 7722 otherwise known as "Higher Education Act of 1994", Republic

Act No. 11469, otherwise known as "BAYANIHAN TO HEAL AS ONE ACT" and by virtue of the Commission en banc (CEB) Resolution no. 412-2020, series of 2020, the Commission on Higher Education (CHED) hereby adopts and promulgates the following guidelines on flexible learning (FL) to be implemented by Private and Public Higher Education Institution (HEI's) that transmittal of the output requires maximum "leniency" hence, during this pandemic, time is not that essential considering that we are embracing and adjusting to the new normal where no one expect this to happen. Physical effort on submission of requirement could be more critical as the WORLD HEATH ORGANIZATION (WHO) revealed that it has been confirmed that two or more human infections have occurred with a new virus sub-type and the ability of the virus to readily spread from "person-to-person" can cause a multiple outbreaks of disease. With this new occurrence of the virus, "reduces" the learner's desire to submit on time the requirements brought about by this pandemic.

Risks

In every activity people do, "risk" is always a part of it hence; prevention is a must to keep away from any contamination of hazardous virus. Although during this pandemic, the practice of the multimedia platform was used as the mean source, due to some constraints, learners really prefers to reach out their learning output physically to ensure that this could be handed right in time. Risk can be prevented but considering that these are "unforeseeable" the safety of anyone is not guarantee. During this pandemic time, anyone is at risk and there is no certainty of what will happen next, therefore, prevention is better than cure. A challenge of handling the risk such as social distance, wearing of facemask, wearing of face shields, washing hands and feet with alcohol, avoiding crowded environment are just the mandated measures strongly enforce by the (IATF) inter agency task force however, there is an increasing number of infections and cases of COVID-19. Even the implementation of this digital transformation, results seem to be increasing, this somehow trigger learners interest since their desires are distracted for non-assurance of safety. The risk factors matter as people or learners wants to be safe but COVID-19 aside from unseen nature, there is no promising effect of being controllable. Despite that information's are provided, assurance of being safe is not guaranteed, the danger factor or the chance of being infected is higher when one should go out to do some essential activity. Recently, another form of controlling traffic flow of people is the implementation of "QR Code" or quick response code. This "quick response code" is implemented depending on what city of or municipality you belong. This initiative of controlling the flow of people with no essential purpose are barred from going into or entering any enclosed places like malls and other form of business enterprise where the influx of people is very heavy.

Geographical Location

Location is another hindrance on nourishing learning magnitude since many of our stakeholders are situated in the far flung places where access is a major problem. Learners who are located to this places experience lot of discomforts in using the digital platforms. This are the major considerations that the learning is tremendously facing since in one way or the other, the solution is very difficult to find. Due to this pandemic, the traditional face-to-face interface or classroom interaction is waved and affect the learners and even deprive them to have deep learning and understanding of things they ought to know. There are no other source of learning considering that

they cannot enjoy the digital learning method, they relied most on modules provided. They just make a reading on the modules provided; if something not clear to them, they just leave it since it very difficult to connect with mentors due to its location. So to speak that those stakeholders situated far beyond the reach of connectivity defined to be learners of their own or making a self-study. The hardships and difficulties they experience is not in any way subject anyone to be blamed but it was this COVID-19 pandemic makes their learning desire to half cooked considering that, when they need something for further verification or clarifications, they keep it by themselves.

Conclusion/Recommendation

Educational Innovation in Learning Magnitude: A Challenge in Adaptation of the New Norms for Sustainable Educational Development such as 1) connectivity reveals that stakeholders relied too much on the digital platforms mode of learning amidst the COVID-19 pandemic and experience lot of learning constraints; 2) economics is likely to be the major learning obstacles that they consider as an “additional financial burdens” as it reduces the capacity of the household to sustain the academic requirement in face of the pandemic environment. 3) Transmittal reveals the likelihood of an additional burden to learners as they find difficulties in sending output and reports for their academic requirements and meeting deadlines. 4) risk reveal that learners has the feeling of fear for infection of the virus as there is no guarantee of being safe considering that the virus is unseen. They also consider this as learning barriers because even if they strongly follow the protocol, safety is not a guarantee. 5) Graphical location on the other hand reveals that the learners suffers much on the condition where they have the feeling of being deprived from enjoying the new digital educational platform as designed to combat the unfavourable condition brought by the pandemic. Generally, the Educational Innovation in Learning Magnitude: A Challenge in Adaptation of the New Norms for Sustainable Educational Development faces an extraordinary educational curtailment and this shows “positive indicators” that the adaptation of the new normal is no longer new, hence the desired emersion of change to the new educational platform requires the (LGU) “Local Government Unit) to invest more on digital connectivity which provide access to many stakeholders making the “new” normal becomes the “normal way of life.

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