



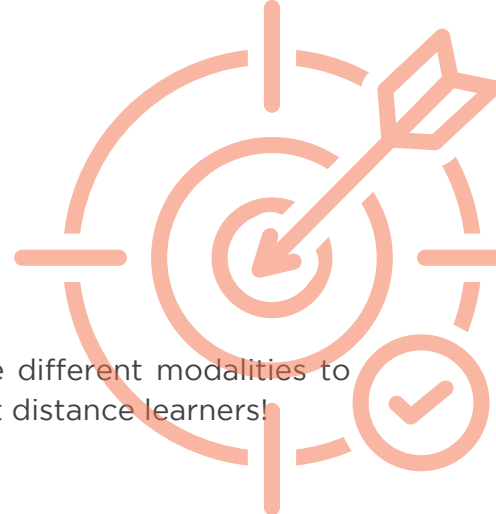
MODULE 2

EXPANDING

DISTANCE LEARNING



OBJECTIVES



In this second module, you will be learning how to maximize different modalities to expand your teaching practices so that you can better support distance learners!

At the end of this module, you will be able to:

1. Compare and define the different distance education modalities and models;
2. Determine the best modalities and models to use based on their classroom context;
3. Redesign existing distance education materials that can improve the teaching practice and experience of the distance learners; and
4. Discuss practices to assure effectivity of the modalities and modes in supporting the distance learners.

GETTING STARTED

Hi-Teach!

Continuing what you learned on HI-TEACH Module 1: Enhancing Literacy and Life Skills Learning, HI-TEACH Module 2: Expanding Distance Learning will be divided into four (4) parts. The first three parts will be done asynchronously while the last one will be done synchronously as a culmination. Below is the schedule and the respective topics to be discussed:

- Day 1: Modular/Print-based, Radio-based, and TV-based Distance Learning
- Day 2: Online/Web-based Distance Learning
- Day 3: Supporting Distance Learners
- Day 4: Sharing of Best Practices, Presentation, and Feedback (Synchronous)

We hope that this next module will be of help in expanding your pedagogical skills. Good luck, and let's get into learning!



RECAP

Before we begin, let's look back at Module 1 first! In the previous session, you learned about the different elements and the importance of functional literacy and life skills. To check whether you still remember them, list down three best practices in teaching functional literacy and life skills:

- 1.
- 2.
- 3.






KEY TERMS

For this module, you will be encountering the following terms so it will be nice if you are already familiar with them right from the start! Here are a few words that we will be using throughout the session:

- Distance education - a set of teaching and learning strategies (or educational methods) that can be used to overcome spatial and temporal separation between educators and students. These strategies or methods can be integrated into any educational programme and potentially used in combination with other teaching and learning strategies in the provision of education (UNESCO, 2021)
- Distance learning modalities - refers to learning delivery modalities where learning takes place between the teacher and the learners who are geographically remote from each other during instruction (DepEd, 2020)
- Modular/print-based distance learning - refers to the use of self-learning modules in print format and other learning resources available to the context of the learner
- Radio-based distance learning - refers to the use of self-learning modules converted to radio scripts broadcasted to a specific geographical area
- TV-based distance learning - refers to the use of self-learning modules converted to video lessons using audio-visual presentations
- Web-based/online distance learning - refers to the use of various technologies (e.g. LMS) accessed through the internet while being geographically remote during the instructional period



At this point, we will be chunking the session into separate parts. You will be devoting at least two hours per day to go through the suggested learning resources and audio-visual presentations. But don't worry! As you teachers are always up and busy, you don't need to accomplish all tasks consecutively or at once. You may do this at your own pace!



DAY 1: MODULAR/PRINT-BASED, RADIO-BASED, AND TV-BASED DISTANCE LEARNING

Hi-Teach!

For Day 1, you will learn about three modalities of distance education implemented in Philippine public schools, namely: Modular/Print-based, Radio-based, and TV-based Distance Learning.

For each distance learning modality, there will be: (1) a required text for you to read; (2) complementary video presentation/s; and (3) a short discussion to highlight the key points.

MODULAR/PRINT-BASED DISTANCE LEARNING

Main Reading:

Burns, M. (2011). Chapter 1: Print-based Distance Education. In A. Osborne-Smith (Ed.), Distance education for teacher training: Modes, models, and methods (pp. 12-17). Education Development Center.

Ebook Link: <https://bit.ly/Module2DistanceEd>
Reading Time: 15 minutes

Video Presentations:

A short video explainer from the City Schools Division of Dasmarinas about the implementation of modular distance learning

Youtube Link: <https://bit.ly/Module2Day1Video1>
Viewing Time: 7 minutes

A documentary featuring the experience on modular distance learning of San Ildefonso Elementary School, a part of the Last Mile Schools in the Schools Division of Aurora

Youtube Link: <https://bit.ly/Module2Day1Video2>
Viewing Time: 11 minutes





TV-BASED DISTANCE LEARNING

Main Reading:

Burns, M. (2011). Chapter 3: Televisually-based Distance Education. In A. Osborne-Smith (Ed.), Distance education for teacher training: Modes, models, and methods (pp. 32-48). Education Development Center.

Ebook Link: <https://bit.ly/Module2DistanceEd>

Reading Time: 30 minutes

Video Presentations:

A short discussion from Schools Division of Bataan about TV-based instruction teaching and learning principles

Youtube Link: <https://bit.ly/Module2Day1Video5>

Viewing Time: 25 minutes

Part 1: Laying the Foundation for Distance Learning (0:00 - 7:55)

Part 2: The Lesson (7:56 - 20:11)

Part 3: Assessment and Feedback (20:12 - 24:58)

A step-by-step guide on video production for TV-based instruction intended for the Regional Orientation on the Contextualization of Grade 4-10 Self-Learning Modules and Development of TV-Based Instruction (TBI) Learning Episodes of DepEd Region VI - Western Visayas

Youtube Link: <https://bit.ly/Module2Day1Video6>

Viewing Time: 42 minutes

Part 1: Introduction to TVBI (3:04 - 4:06)

Part 2: Pre-production (4:07 - 9:40)

Part 3: Production (9:41 - 35:17)

Part 4: Post-production (35:18 - 41:41)





RADIO-BASED DISTANCE LEARNING

Main Reading:

Burns, M. (2011). Chapter 2: Audio-based Distance Education. In A. Osborne-Smith (Ed.), Distance education for teacher training: Modes, models, and methods (pp. 18-31). Education Development Center.

Ebook Link: <https://bit.ly/Module2DistanceEd>

Reading Time: 30 minutes

Video Presentations:

A short video explainer from the Schools Division of Masbate about the implementation of radio-based instruction

Youtube Link: <https://bit.ly/Module2Day1Video3>

Viewing Time: 5 minutes

An overview about radio-based instruction by “Sir Z” where he discussed the importance of radio in education, principles of radio broadcasting and basic radio script format, and some helpful tips

Youtube Link: <https://bit.ly/Module2Day1Video4>

Viewing Time: 25 minutes

Part 1: Introduction to Radio Broadcasting (1:50 - 17:35)

Part 2: Principles of Radio Broadcasting (17:36 - 23:57)



UNLOCK LEARNING



The modular/print-based distance learning modality is an important component of distance education, especially here in the Philippines where technological infrastructures are not yet fully developed. In Huawei's 2020 Global Connectivity Index, the Philippines ranked 59th out of 79 nations included in the study. In an online survey conducted in 2020 by the Department of Education to its learners, parents, guardians, and school personnel, 50% of total respondents are "okay with having lessons and class activities online, television, or radio". However, the same survey also reported that only 49% of teacher respondents have a laptop/desktop and internet connection at home, leaving the rest with laptop/desktop only, or none at all (DepEd, 2020). Evidently, the ICT infrastructure in the country is not yet at par with the educational needs of our teachers and learners in the remote teaching-learning setup.

While there are available alternatives, print-based modality remains to be the most reliable and convenient since print materials can serve as the primary source for instruction and at the same time, a supplementary source of content. Here are some advantages and disadvantages of modular/print-based distance learning modality (Hanover Research, 2011):

ADVANTAGES:

- Extremely portable. It can be used and distributed in any location.
- High comfort level. Most learners are more familiar with using print materials than digital ones.
- Cost effective. It can be easily duplicated at a little cost and can reach a large population.
- Readily available. They work anytime, anywhere and do not depend on internet connectivity and electricity.

DISADVANTAGES:

- Lack of interaction. They do not provide direct teacher-learner and learner-learner interactions.
- Lack of actual audio-visual elements. Print materials are static and not appropriate for concepts that require audio-visual components.
- Requires reading skills. May further disadvantage some learners whose reading level is not at par with the content of the printed materials.
- Time delay. There is an expected time gap between the delivery of printed materials from the teacher to the learners.

In a modular distance learning setup in the Philippines, the teacher is responsible for monitoring the learner's progress while the learner may ask assistance from the teacher via any messaging platform available. Home visits may also be done by teachers to learners who are in need of remediation. Given the geographic boundaries between the teachers and the learners, periodic supervision of parents and guardians is also needed.

Another cost-effective modality in delivering distance education is the so-called radio-based instruction (RBI). In RBI, a basic transistor radio or a hi-tech digital radio can be used. Listening to the radio is a primary source of information in areas where TV and internet connectivity is unavailable. It is a common alternative in far-flung places where both mobile and broadcast signal is low or close to none. This distance learning modality converts self-learning modules to radio scripts broadcasted to a specific geographical area. The “radio teacher” broadcasts the lessons live over the radio. Direct instruction approach is involved in the delivery of the learning content to the listeners.

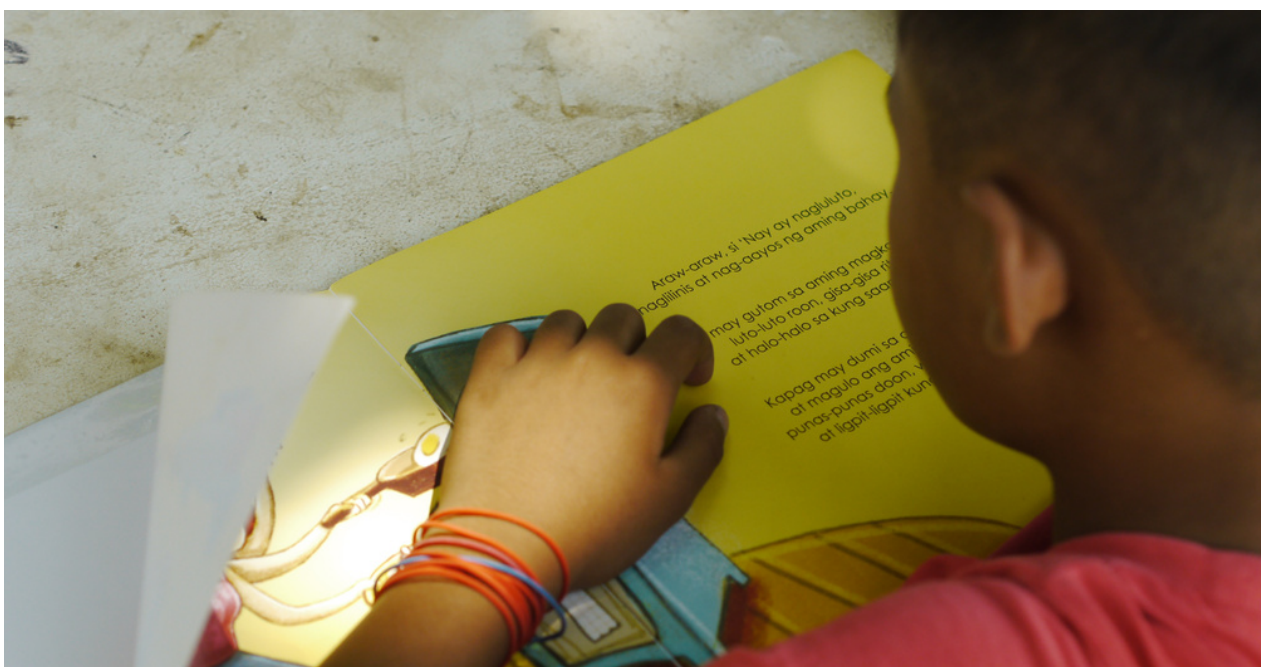
Here are some advantages and disadvantages of radio-based distance learning modality (Hanover Research, 2011):

ADVANTAGES:

- Cost-effective. One-time purchase of relatively cheap audio equipment can be used for a long period of time.
- Accessible. Most people, even those in far-flung areas, have a radio at home.
- Easy to use. Almost everyone knows how to operate a radio since it does not require technical configurations.

DISADVANTAGES:

- May require scheduling. Most are done synchronously, so teachers and learners have to schedule a common time for the broadcast.
- Not conducive to visual information. Abstract concepts may be difficult to be conveyed through audio-only format.
- May be impersonal. Lack of eye contact or body language may restrict learning as learners become passive receivers only of audio information.



The use of television may be the most effective modality of distance learning especially for audio-visual learners and to those in the early grade levels. TV is a powerful tool in transmitting video lessons to a large population regardless of geographical area, as long as it can be reached by the broadcast. TV-based instruction, however, requires more technical expertise. For teachers, creating video lessons requires technological proficiency in video editing and production.

Here are some advantages and disadvantages of TV-based distance learning modality (Hanover Research, 2011):

ADVANTAGES:

- Features audio-visual elements. Provides audio and visual realism of a face-to-face class.
- Facilitates personal touch. Learners are able to see teachers' facial expressions and body language that adds personal character to the lesson.
- Enables higher levels of interaction. Can be done synchronously and with added interaction such as Q&A.

DISADVANTAGES:

- May be expensive. Video cameras, equipment, softwares, including securing a broadcast signal can be costly.
- Requires planning, preparation, and scheduling. Teachers generally need to train and rehearse in order to be effective "TV teachers".
- Requires technical support. Because of the complexity of video production, a team of technical experts is required to facilitate high quality video outputs.

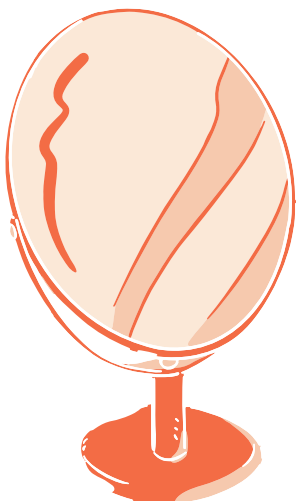


TIME TO REFLECT

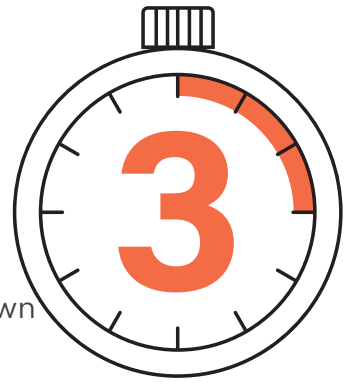
Try answering the following reflection questions to deepen your learning!

Based on your personal experience of distance learning over the past two years:

- Which modality (modular, radio-based, TV-based) that was implemented within your school community do you find the most effective? Why so?
- Which modality do you find the most challenging? Why so?
- If you can share one best practice on distance learning (except online-based) that was implemented in your school, what would it be? Explain briefly below.



TALK IT OUT



Now that we are about to close today's session, let's begin the countdown in 3-2-1, go!

Write below **3 things** you learned today:

- 1.
- 2.
- 3.

Write below **2 questions** you have in mind:

- 1.
- 2.

Write below **1 topic/concept** that you would like to know more about:

POST IT



In closing, you are invited to provide your insights about modular, radio-based, and TV-based distance learning in our collaboration platform.

Based on your personal experience of distance learning, **what are the challenges you encountered in each of the discussed distance learning modality (modular, radio-based, TV-based, or whichever applies) and what are your corresponding proposed/implemented solutions to each of them?**

Write them down in the collaboration platform. You may also attach photos/videos. Be brief as possible. You may mention local data from your school to provide context to your situation.

DAY 2: ONLINE DISTANCE LEARNING



Welcome back, Hi-Teach!

Before we begin, I invite you to browse through the comments your co-participants made on our collaboration platform, under the question posted in the last segment of your Day 1.

For Day 2, you will learn about the last remaining distance learning modality that we will cover in this session: Online Distance Learning!

Main Reading:

Burns, M. (2011). Chapter 5: Established Web-based Models for Distance Learning. In A. Osborne-Smith (Ed.), Distance education for teacher training: Modes, models, and methods (pp. 63-89). Education Development Center.

Ebook Link: <https://bit.ly/Module2DistanceEd>

Reading Time: 1 hour

Suggested Reading:

Burns, M. (2011). Chapter 6: Emerging Web-based Models for Distance Learning. In A. Osborne-Smith (Ed.), Distance education for teacher training: Modes, models, and methods (pp. 90-106). Education Development Center.

Ebook Link: <https://bit.ly/Module2DistanceEd>

Reading Time: 30 minutes

Video Presentations:

A short video explainer by “Teacher Hannah” about synchronous and asynchronous mode of online learning

Youtube Link: <https://bit.ly/Module2Day2Video1>

Viewing Time: 7 minutes

Tips for online learning by ISTE

Youtube Link: <https://bit.ly/Module2Day2Video2>

Viewing Time: 17 minutes

UNLOCK LEARNING



Optional Viewing:

An interview by ANC featuring the results of a study by the National Research Council of the Philippines. The study shows that internet connectivity and internet speed are still among the major challenges experienced by teachers in distance learning amid the COVID-19 crisis

Youtube Link: <https://bit.ly/Module2Day2Video3>

Viewing Time: 11 minutes

A roundtable discussion by Rappler with Globe featuring education leaders from DepEd, CHED and PACU who shared insights on online learning, as well as long-term strategies for "future-proof" schooling

Youtube Link: <https://bit.ly/Module2Day2Video4>

Viewing Time: 53 minutes

Online distance learning, particularly web-based instruction, involves the use of computers and other related technologies that can be accessed through the internet. It can be delivered either synchronously or asynchronously.

For synchronous sessions, video conferencing platforms such as Zoom, Google Meet, and Microsoft Teams are usually used by teachers and learners to hold live sessions that resemble a face-to-face class — only this time, they are in front of a computer screen. On one hand, asynchronous mode can be used as an alternative or to complement the synchronous sessions. It is usually done through a web-based portal or a learning management system (LMS) that acts as a virtual classroom. An LMS works like a one-stop-shop for teachers and learners in the administration, documentation, tracking, reporting, automation, and delivery of learning competencies. It may also contain web-based resources such as e-books, web-based resources, and video links.

Two-way communication between and among teachers and learners can also be done asynchronously. Some of the most common communication tools used for communication in the context of online distance learning are social media messaging apps (e.g. Messenger, Viber, WhatsApp), internet chat rooms, and email.

Here are some advantages and disadvantages of web-based/online distance learning modality (Hanover Research, 2011):

ADVANTAGES:

- Allows self-paced instruction. Learners may accomplish tasks at their own pace, receive timely feedback, and review as often they like.
- May incorporate text, graphics, audio, and video. Various media can make learning more holistic and experiential.
- Allows high levels of interaction. Teachers may embed interactions and online collaboration between and among the learners.
- Provides written (digital) record of discussions and instruction. Computer logs and digital records can be retrieved almost any time, anywhere.
- Universal access. Anyone with the required links can access files as long as the user is connected to the internet.

DISADVANTAGES:

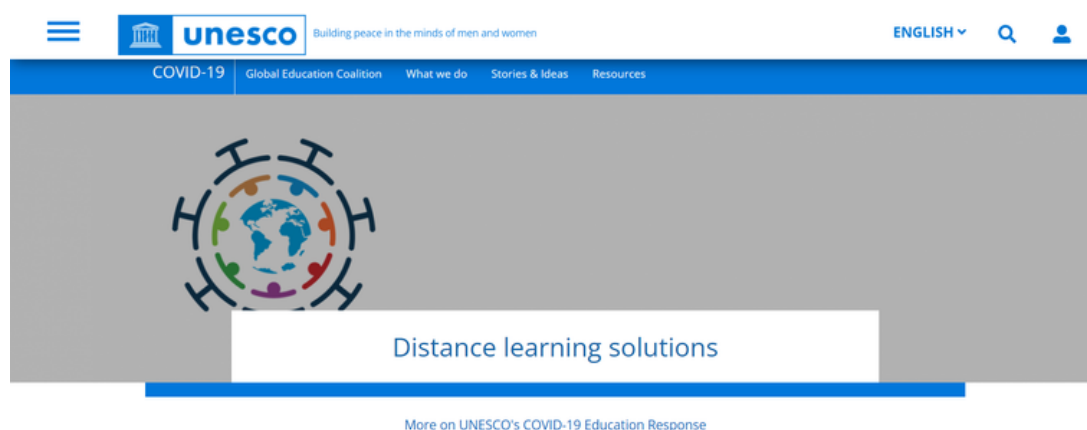
- Requires strong or stable internet connectivity. In countries where ICT infrastructure remains underdeveloped, poor internet connectivity is a major obstacle in online distance learning.
- Requires hardware and software. May entail additional cost in the purchase of minimum required hardware and software to be used.
- Requires substantial planning. Both synchronous and asynchronous modes involve a great deal of planning and preparation on the part of the teachers.
- Vulnerability to computer malwares. There is a risk of unintentionally running computer viruses when plugging in external memory drives or extracting files or installing softwares downloaded from the internet.
- Lack of guaranteed performance. Computer networks may sometimes be unreliable as there is always a risk that a certain server may be down for a moment or a certain website may have been removed completely.



Lastly, take a peek at [UNESCO's distance learning solutions database](https://en.unesco.org/covid19/educationresponse/solutions) and select at least one model that may be suited to your school context.

Web link: <https://en.unesco.org/covid19/educationresponse/solutions>

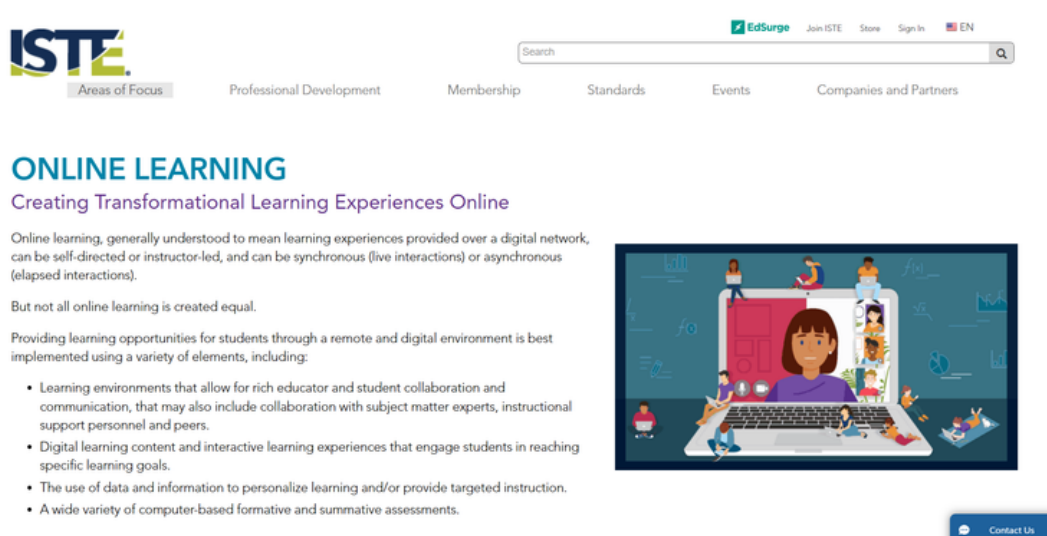
“The list of educational applications, platforms and resources below aim to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free and many cater to multiple languages. While these solutions do not carry UNESCO's explicit endorsement, they tend to have a wide reach, a strong user-base and evidence of impact. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.”



Additional Resource Database for Online Distance Learning:

International Society for Technology in Education. (2022). Online learning: Creating transformational learning experiences online.

<https://www.iste.org/areas-of-focus/teacher-online-learning>



TIME TO REFLECT



Try answering the following reflection questions to deepen your learning!

Based on your personal experience of online distance learning over the past two years, try to remember one specific situation that you encountered as a teacher and share your story using the STAR Method:

Situation:

Task:

Action:

Result:

Based on your anecdote, reflect on the following:

Do you think you were successful in accomplishing your task at hand? Do/es your action/s correspond to your expected result/s?

Given the opportunity to redo everything that you have done in the situation, what would you have done differently? How would you do it?

Looking back at UNESCO's distance learning solutions database in the discussion above, name one online learning model/tool/platform that may respond to the needs of your school community. Why did you specifically choose it?

TALK IT OUT



Now that we are about to close today's session, let's begin the countdown in 3-2-1, go!

Write below **3 things** you learned today:

- 1.
- 2.
- 3.

Write below **2 questions** you have in mind:

- 1.
- 2.

Write below **1 topic/concept** that you would like to know more about:

POST IT



In closing, you are invited to provide your insights about online distance learning in our collaboration platform.

Based on your personal experience of distance learning, what are the challenges you encountered in online distance learning and what are your corresponding proposed/implemented solutions for each of them?

Write them down in the comment section. You may also attach photos/videos. Be brief as possible. You may mention local data from your school to provide context to your situation.

DAY 3: SUPPORTING DISTANCE LEARNERS



Welcome back, Hi-Teach!

Before we begin, I invite you to browse through the comments your co-participants made in our collaboration platform under the question posted in the last segment of your Day 2.

By now, you already have a grasp of the different modalities and models of distance learning from the required texts that you have read, together with the video presentations you have watched.

For Day 3, you will learn about how to support our learners in a distance learning setup.

But before that, watch this short video about the personal experiences of teachers like you about the challenges that they faced in the implementation of distance learning.

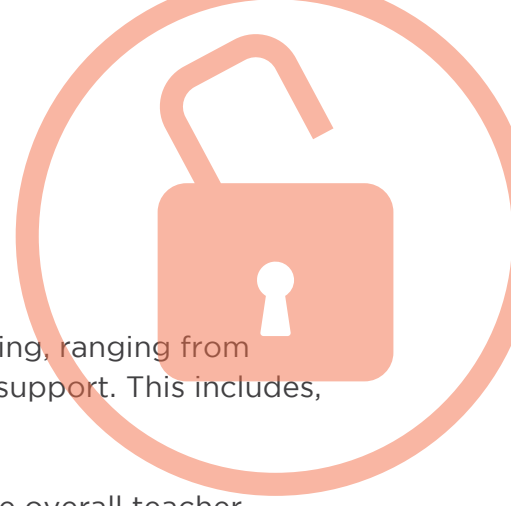
Watch the testimony of Teacher Kristina and Teacher Jose:

“The challenges teachers face under second year of distance learning”

Youtube Link: <https://bit.ly/Module2Day3Video1>

Indeed, teachers face a number of obstacles in distance learning like those encountered by teachers Kristina and Jose. Some say that distance learning may be a “very lonely” experience. The feeling of isolation and the lack of physical face-to-face interaction with learners add up to a generally cloudy mood. “Difficulties understanding content, computer problems, uncertainty about how to employ a strategy, and disappointment when a new pedagogical approach fails are all magnified when teachers confront these issues alone” (Burns, 2011, p. 197). But it does not have to be this way! Teachers like you need support too.

UNLOCK LEARNING



Programmatic support is needed by teachers in distance learning, ranging from administrative, instructional, technical, and community-based support. This includes, but is not limited to, the following (Burns, 2011, pp. 205-213):

- 1.Ensure that the distance-based course is integrated into the overall teacher training program.
- 2.Develop blended distance courses.
- 3.If offering hybrid courses is not an option, partner with existing local agencies to provide face-to-face support and interaction with teachers.
- 4.If support is going to be an issue, select distance education interventions that are highly structured and by their very nature offer in-class supports.
- 5.Provide mentors and partners for first-time or incoming learners.
- 6.Offer more and varied types of teacher professional development as part of the distance learning program or as a supplement to the distance learning program.
- 7.Strengthen the role and responsibilities of the instructor to include more ongoing support.
- 8.Use digital supports.
- 9.Capitalize on social media to simulate face-to-face interaction and build personal learning networks.
- 10.Build opportunities for face-to-face interactions among participants.

Read more about providing ongoing support for teacher-learners in the main text below:

Main Reading:

Burns, M. (2011). Chapter 17: Supporting Distance Learners. In A. Osborne-Smith (Ed.), Distance education for teacher training: Modes, models, and methods (pp. 197-221). Education Development Center.

Ebook Link: <https://bit.ly/Module2DistanceEd>

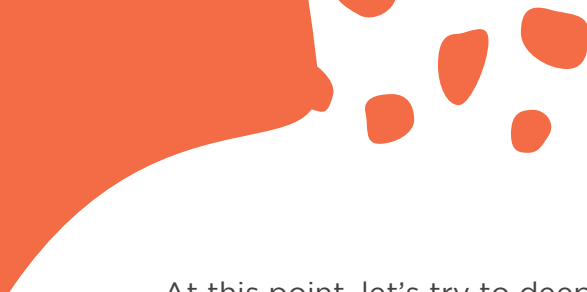
Reading Time: 45 minutes

Now, let's try to look at the point of view of our learners. What does distance learning look like in the eyes of our students and their families? Watch this video of John Ray and his mother Elena:

“Shift to distance learning shows barriers for poorest students”

Youtube Link: <https://bit.ly/Module2Day3Video2>

Viewing Time: 4 minutes



At this point, let's try to deepen your understanding about how you can support our distance learners by reading the second main text below:

Tucker, C. (2020). Successfully taking offline classes online. ASCD.

Web Link: <https://bit.ly/SupportDistanceEd>

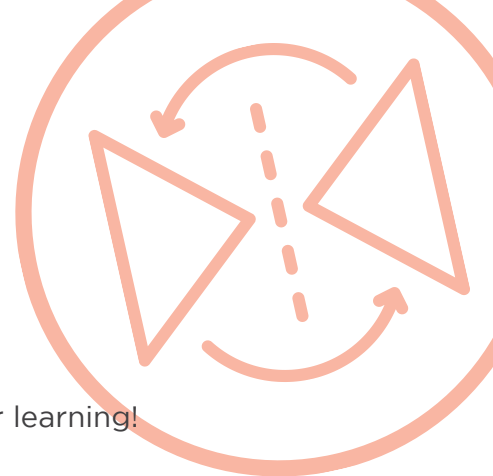
Reading Time: 10 minutes

Indeed, there are various building blocks in distance learning, regardless of modality. This includes direct instruction, modeling, discussion, research and exploration, collaborative tasks, practice and review, assessment, reflection, and metacognitive skill building (Tucker, 2020).

Some interventions are also needed, especially for our learners who may be at risk in a distance learning setup:

- Cultivate teacher-learner-parent relationship. One important intervention is developing communication channels and/or support groups fostering teacher-teacher, teacher-learner, and teacher-parent interactions. Nowadays, this can easily be done through social media platforms. This way, teachers, learners, and parents are able to communicate more effectively and frequently.
- Contextualize learning instruction. Learners learn best if instruction is done according to their learning style. Use instructional materials that cater to a wide variety of learners and modify them accordingly. Provide instructional materials and videos to complement your lessons. “Gamified” learning activities can also be used to elicit more interaction. And as much as possible, select learning tasks that have real-life application and involve using available resources at home.
- Provide socio-emotional support. Teachers, like parents, are carers, too. Especially during these times, teachers should be able to respond to the socio-emotional needs of our learners. Holistic learning experience does not solely involve academic performance. Caring for our learners’ affective domain is just as important. For more mental health resources for students, see this report published by the UNESCO New Delhi Office (2020) entitled, “Minding Our Minds During COVID-19: Helping School Going Children Manage Their Mental Health”.

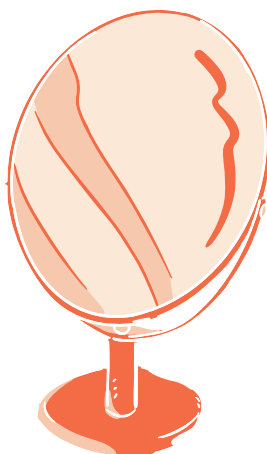
TIME TO REFLECT



Try answering the following reflection questions to deepen your learning!

Based on your personal/virtual interactions with your learners in a distance learning setup:

- What do you think is the most effective way of reaching out to them?
- What challenges did you encounter in communicating with them?
- What did you do to address the above-mentioned challenges?
- What other kinds of support do you think our learners need?
- What kind of additional support do you need as a teacher in a distance learning setup?



TALK IT OUT



Now that we are about to close today's session, let's begin the countdown in 3-2-1, go!

Write below **3 things** you learned today:

- 1.
- 2.
- 3.

Write below **2 questions** you have in mind:

- 1.
- 2.

Write below **1 topic/concept** that you would like to know more about:

POST IT



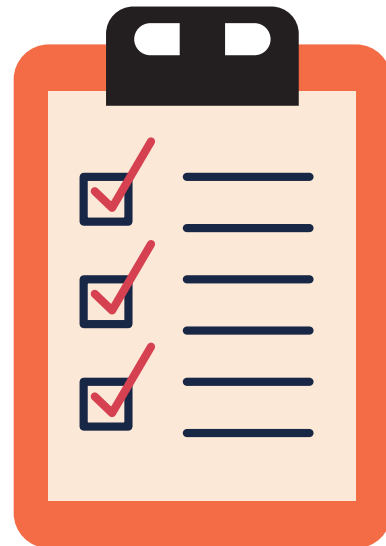
In closing, you are invited to provide your insights about supporting distance learners in our collaboration platform.

Based on your personal experience of distance learning, how can teachers, the school, parents, and the community further support our learners? In what ways?

Write them down in the comment section. You may also attach photos/videos. Be brief as possible. You may mention local data from your school to provide context to your situation.

SUMMARY

In this session, we have identified the most common distance learning modalities in the Philippines, among which are modular/print-based, radio-based, TV-based, and online distance learning. We have also discussed some distance education models and watched actual experiences of students and teachers like you. And lastly, we identified some practical ways to support our distance learners that are appropriate for their individual contexts.



You may have learned some helpful tips in distance education in this session, however, there is no “one size fits all” approach to it. Our learners learn differently, and so do we. Our current education system in the midst of this pandemic has indeed evolved drastically. It has rapidly transformed our orientation towards learning where new kinds of interaction via various media have emerged over the recent years. That’s why it’s important that teachers like you should be equipped with the right mindset, attitude, and skills structured within the distance education model.

We are excited for you to learn more in our synchronous session – where each of you will have the opportunity to share and discuss best practices in assuring effectivity of the modalities and modes in supporting distance learners!



TRY IT OUT

Now, accomplish the following worksheets prepared for you to apply your learning in Day 1, 2, and 3:

Worksheet 1: Enhancing Distance Education (individual)

Worksheet 2: Supporting Distance Learners (group)

You are given around one hour to accomplish each worksheet. Worksheet 1 shall be accomplished individually. For Worksheet 2, this shall be done by groups. Read the specific instructions in the succeeding pages.

Worksheet 1
ENHANCING DISTANCE EDUCATION

Name: _____ School: _____

Instructions: Fill in the boxes below with your answers that correspond to the context of your school community. Specify your responses when possible.

Most used distance learning modality: _____

WHO	WHERE	WHEN
(List down the people who are involved)	(Describe how frequent do distance learning stakeholders interact)	(Describe how frequent do distance learning stakeholders interact)

Part II: Pain Points

Visualize the problems that you personally encountered in the most used distance learning modality you identified above. Do this by creating a mind map/brainstorm map below.

Worksheet 2
SUPPORTING DISTANCE LEARNERS

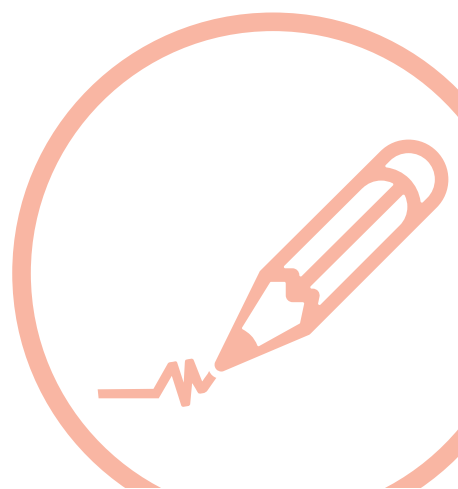
Instructions:

1. Connect with your co-leader-teachers in this module using the LMS. Group yourselves accordingly by subject areas taught (if many, just choose one), regardless of grade level. There should be at least 5 groupings:
 - o Filipino
 - o English
 - o Mathematics
 - o Science
 - o Araling Panlipunan (AP)
 - o Edukasyon sa Pagpapalaganap (ESPP)
 - o Music, Arts, Physical Education, and Health (MAPEH)
 - o Edukasyong Pantahanan at Pangkahulugan (EPP)
2. As a group, write a sample lesson plan (Weekly Home Learning Plan) in a distance learning setup. Select a specific grade level and topic listed in the Most Essential Learning Competencies (MELC).
3. You may redesign existing distance education materials/activities and tailor it accordingly. Bear in mind the context of your learners and how they can be supported through the WHLP that you will be writing collaboratively.
4. Follow the format found in the next page.
5. Prepare for a short presentation on the synchronous session (Day 4). Each group will be given a maximum of 5 minutes each to present the highlights of the group output.

WEEKLY HOME LEARNING PLAN
Grade: _____
Quarter: _____ Week: _____
(Month, Date, Year)

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery

Prepared by:
(Name, School)



Worksheet 1
ENHANCING DISTANCE EDUCATION

Name: _____ School: _____

Instructions: *Fill in the boxes below with your answers that correspond to the context of your school community. Specify your responses when possible.*

Most used distance learning modality: _____

Part I: Context		
WHO <i>(List down the people who are involved)</i>	WHERE <i>(Describe the location of your school community and where most interactions occur)</i>	WHEN <i>(Describe how frequent do distance learning stakeholders interact)</i>
Part II: Pain Points		
Visualize the problems that you personally encountered in the most used distance learning modality you identified above. Do this by creating a mind map/concept map below.		

Part III: Solutions

From the mind map you created, select three (3) problems that you think may create a significant impact in enhancing distance education practices in your school community, and write corresponding proposed solution/s to each.

<i>Problem</i>	<i>Proposed Solution/s</i>

Worksheet 2

SUPPORTING DISTANCE LEARNERS

Instructions:

1. Connect with your co-learner-teachers in this module using the LMS. Group yourselves accordingly by subject areas taught (if many, just choose one), regardless of grade level. There should be at least 8 groupings:
 - *Filipino*
 - *English*
 - *Mathematics*
 - *Science*
 - *Araling Panlipunan (AP)*
 - *Edukasyon sa Pagpapakatao (ESP)*
 - *Music, Arts, Physical Education, and Health (MAPEH)*
 - *Edukasyong Pantahanan at Pangkabuhayan (EPP)*
2. As a group, write a sample lesson plan (Weekly Home Learning Plan) in a distance learning setup. Select a specific grade level and topic listed in the Most Essential Learning Competencies (MELCs).
3. You may redesign existing distance education materials/activities and tailor fit it accordingly. Bear in mind the context of your learners and how they can be supported through the WHLP that you will be writing collaboratively.
4. Follow the format found in the next page.
5. Prepare for a short presentation on the synchronous session (Day 4). Each group will be given a maximum of 5 minutes each to present the highlights of the group output.

WEEKLY HOME LEARNING PLAN

Grade ____

Quarter ____ Week ____

[Month, Date, Year]

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery

Prepared by:

[Name, School]

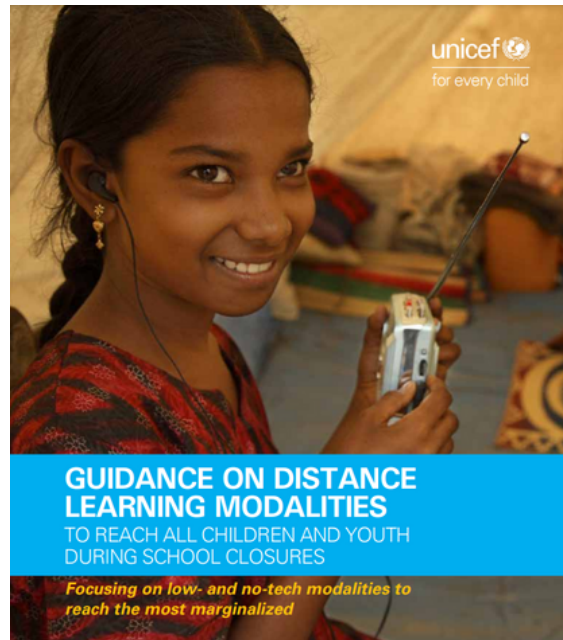
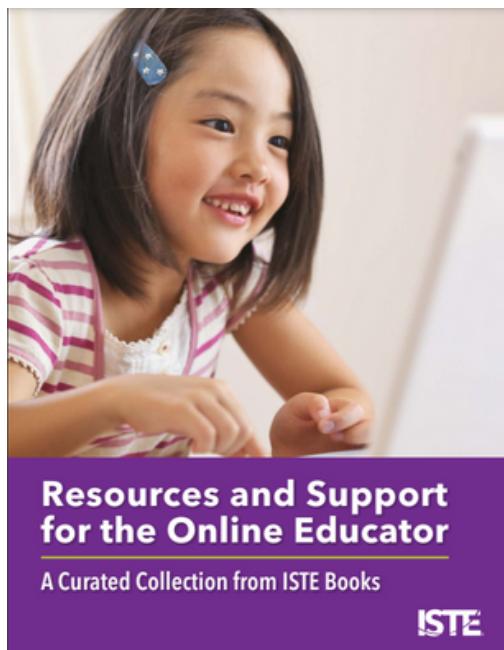
DISCOVER MORE

You may browse the following additional resources on distance learning:

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UNESCO. (2021). Distance learning solutions. <https://en.unesco.org/covid19/educationresponse/solutions>

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ICT Tech Tips. (2020, July 13). What is Distance Learning? Synchronous vs Asynchronous Learning | DepEd [video]. Youtube. <https://www.youtube.com/watch?v=2PlgCQKj8Q8>

ISTE. (2020, August 21). Tips for Online Learning [video playlist]. Youtube. https://www.youtube.com/playlist?list=PL6aVN_9hcQEHxlrerXahPACncRKoMAwEL

JoLhen TV. (2021, May 26). TV-Based Instruction Teaching and Learning Principles [video]. Youtube. <https://www.youtube.com/watch?v=Glj25vFAJyY>

Rappler. (2020, August 18). The future of Filipino education: A roundtable discussion on online learning [video]. Youtube. <https://www.youtube.com/watch?v=noMTchOwYIM>

Schools Division of Aurora. (2020, July 31). Documentary: Modular Distance Learning of the Schools Division of Aurora [video]. Youtube. <https://www.youtube.com/watch?v=VWVo0J61bGc>

Sephian Studios. (2020, August 15). Video Production for TV-Based Instruction [video]. Youtube. <https://www.youtube.com/watch?v=iqhPDOjksCg>

Sir ZTv - Teach Train Transform. (2022, January 18). Radio-Based Instruction (RBI) for Teachers | Part 1: Principles of Radio Broadcasting for Education [video]. Youtube. <https://www.youtube.com/watch?v=s-hE4zDjJPs>

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