

TEACHER EDUCATION

IN THE **COVID-19 PANDEMIC:** The Local College Experience

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CONTENTS

- **CCC CONTEXT: WHAT DID WE DO AND HOW DID WE DO IT?**
- **PEDAGOGICAL MIGRATION: HOW DID WE FARE IN ADOPTING FLEXIBLE TEACHING AND LEARNING MODALITIES?**
- **TAKEAWAYS**

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SCAN THE ENVIRONMENT



ability

access

affordability

TEACHING
WITH THE
LEARNERS'
CONTEXT IN
MIND



CHALLENGES

- **AVAILABILITY OF RESOURCES (HUMAN AND MATERIAL)**
- **LEARNERS' CONTEXT**
- **TECHNOLOGY MIGRATION**
- **GEOGRAPHIC LOCATION**

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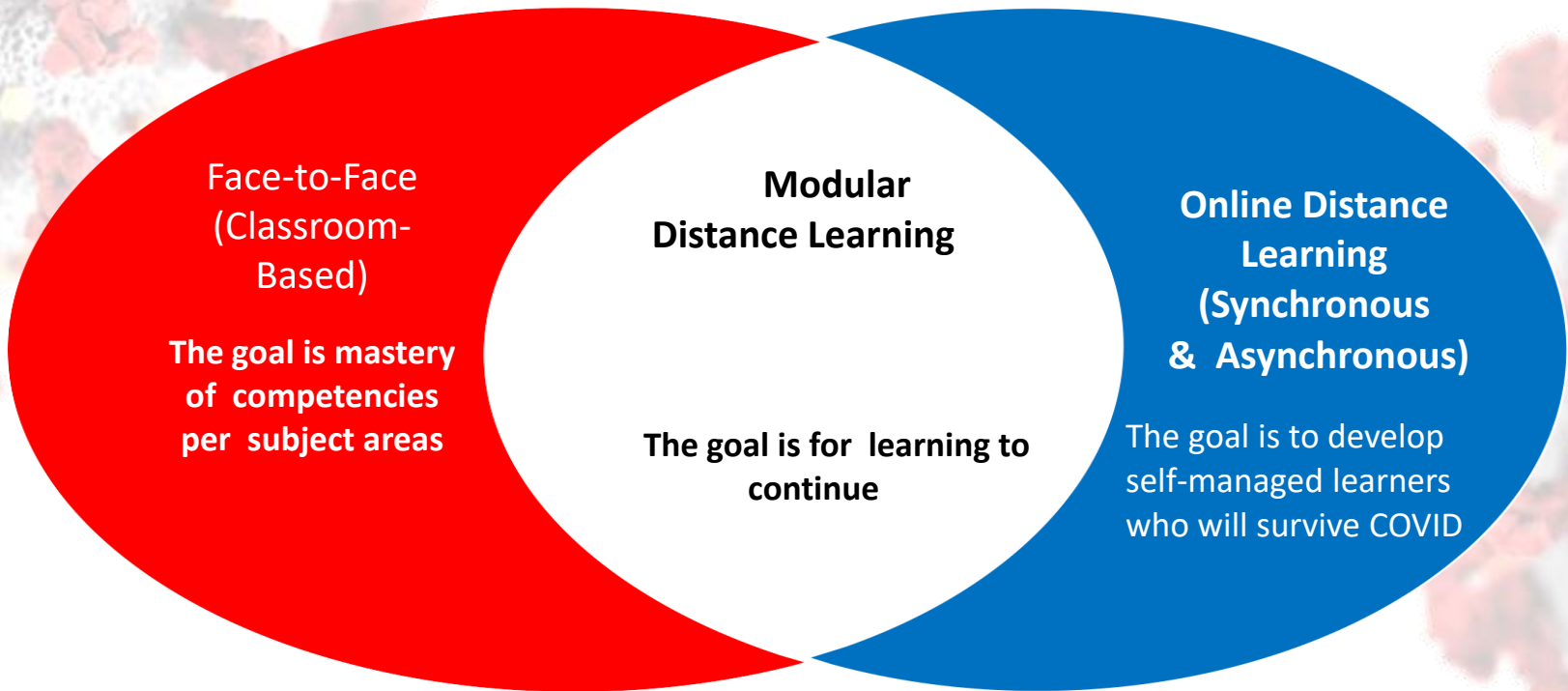
STRATEGIC MEASURES UNDERTAKEN

- **PROFILING OF FACULTY AND STUDENTS**
- **FACULTY TRAINING**
- **BUDGET RE-ALLOCATION/REALIGNMENT**
- **COMMUNITY PARTNERSHIP**
- **SHIFT TO FLEXIBLE LEARNING (MODULAR PRINT)**
- **MIGRATION TO REMOTE/DISTANCE LEARNING**
- **LCU TRANSITION PLANS**

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TRANSITIONING TOWARDS REMOTE/DISTANCE LEARNING



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PROBLEMS ENCOUNTERED IN TEACHER EDUCATION

SOLUTIONS

1. Delivery of a new scheme or modality for teaching in the new normal

1. Conducted series of teacher training via professional development program highlighting the following:
 - a. transition to the new normal
 - b. development and lesson implementation using flexible learning (synchronous and asynchronous)
 - c. assessment in the new normal
 - d. addressing challenges and fostering quality assurance in the new normal

2. Poor/intermittent internet connectivity

Used the most applicable platform to communicate with the students like group chat instead of video call /conferencing; adopted a blended learning modality (modular instruction)—instead of the students, the parents pick up the modules in the school

PROBLEMS ENCOUNTERED IN TEACHER EDUCATION	SOLUTIONS
3. Fear of health and safety in going back to work	implemented the Mandatory SWAB test; oriented them about health and safety protocol to be observed.
3. Difficulty with library use	Provided reading materials that can be accessed online
4. Disrupted Enrolment procedures	Modified the enrolment procedures (online and modified face-to-face)
5. Confusions, inquiries and other concerns among the students	Established an online help desk for the students
6. Disrupted school operation and learning activities	Developed a learning continuity plan
7. Trifling ICT literacy	Assisted those with technological difficulties; reduced the teaching load of the seasoned teachers; hired part-time faculty who are more knowledgeable and competent in the use of technology; conducted trainings ins using LMS
8. Lack of training and experience in module making among faculty members	Provided lecture and links to the faculty

PROBLEMS ENCOUNTERED IN TEACHER EDUCATION	SOLUTIONS
9. Lack of learning resources (gadget, etc) among the students	1. Requested/allocated a budget for laptop/tablet subsidy for the students
10. High students' dropping rate	1. Established a student support mechanism and counseling
11. Disrupted practice teaching (2 nd semester, AY 2019-2020)	1. The ST were required to submit via online a video presentation of demo teaching to the dean of the college of education
12. Disrupted field study	1. FS students were given classroom-based situations/problems and then were asked to make reflections on them.
13. Inability to execute PE, NSTP and other courses that require kinesthetic intelligence and skills	1. Suspended the offering of these course. MELCs were chosen and included in the revised syllabi/OBTLPs.
14. Heavy student /faculty load	1. Divided the student loads into clusters (cluster A and B- 9 units each cluster to be finished within 3 months each)

supports and services provided for students and teachers



STUDENTS CAN GET HELP VIA HELP DESK, FACE-TO-FACE OR ONLINE MEETINGS WITH TUTORS, GROUP HELP SESSION AND THROUGH VIDEO-BASED REAL TIME CHATTING TOOLS.

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ONLINE Q&A PLATFORM

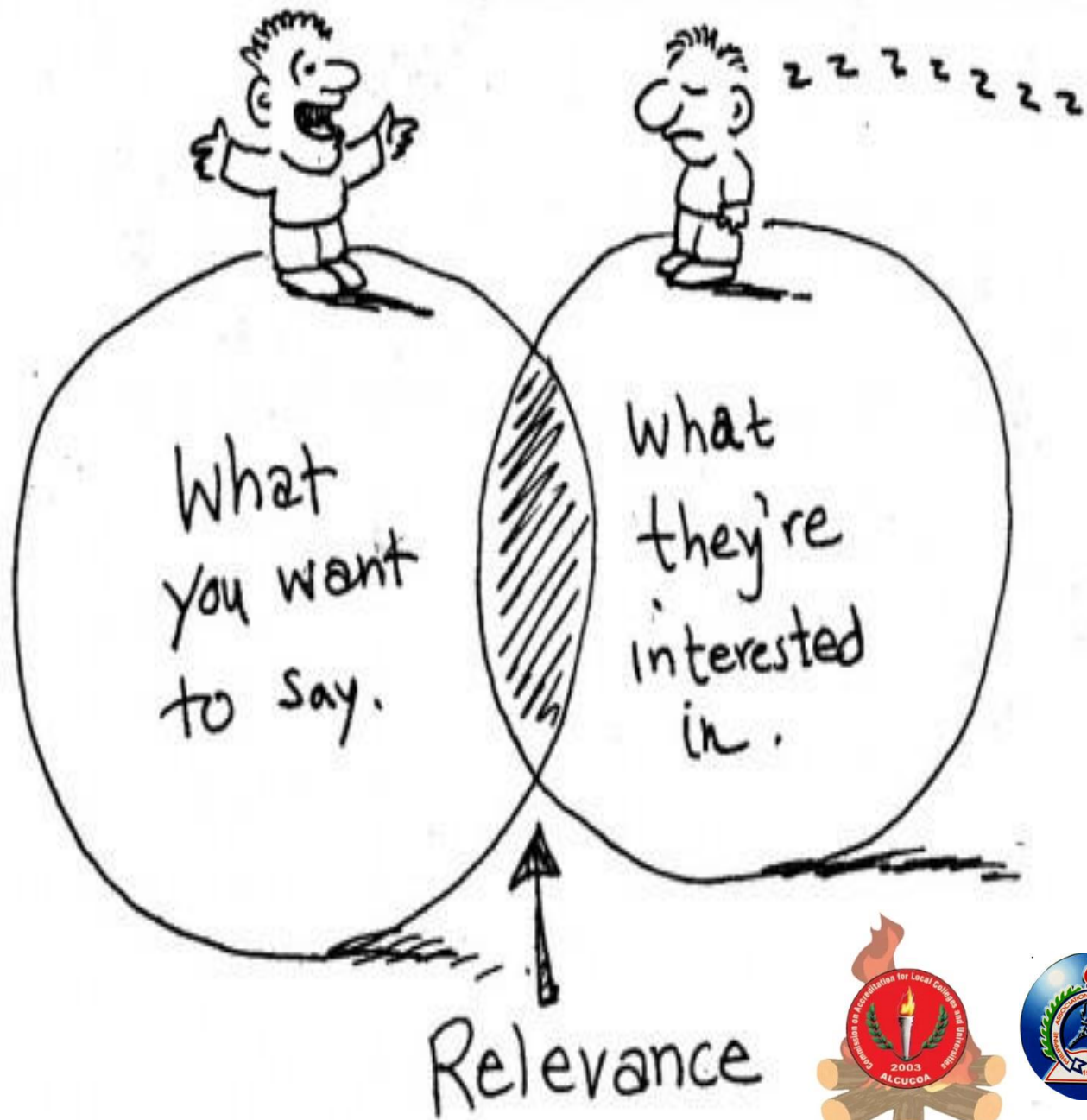


LESSONS LEARNED

- Teachers tend to over compensate
- F2F Curriculum cannot be automatically migrated to remote learning
- On-screen time should be limited
- Stronger communication and relationship among teachers, parents, and students
- Team approach to instructional delivery is necessary
- **Feedback is key**

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Takeaways

- **Technology does provide tools to better take advantage of whatever pedagogy that suits the learners. Thus, there is increased use of technology in teaching.**
- **Educators and teachers have become more conscientious in performing their pedagogical tasks.**
- **New paradigms for asynchronous and hybrid learning will gain traction.**
- **Education must continue to be made available.**
- **Learning must be self-paced allowing students to follow it at their own pace and time.**
- **Whatever FLO's the school might want to use, make sure that no learner is left behind**

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"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

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THANK YOU!

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