



FLEXIBLE LEARNING PRIMER



Your handy and easy guide to knowing and understanding the basic concepts, practices, and application of the different learning modalities and solutions in the new normal.

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FLEXIBLE LEARNING PRIMER

This primer aims to help you become confident, efficient, and flexible in using different learning delivery options whether your students are in school or at home. Meet and beat the challenges of the new normal through a wealth of instructive solutions and practical guides inside. Should you have any questions, concerns, or suggestions, please email us at wecare@abiva.com.ph.

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“There is no education like adversity.”

– Benjamin Disraeli
British statesman and novelist

PREFACE

Many forward-looking educational practitioners have long considered the conscious integration of technology in the teaching–learning processes as alternative learning modalities, but only very recently has the rest of the world realized the real need to adopt such options as occurrences like the pandemic continue to cast a shadow of uncertainty on the future of the academe. Months before protocols such as a lockdown and community quarantine became part of daily realities, only a few people had heard of social, academic, and business conferencing tools such as Zoom and Google Meet. But today, these and other online applications have become household names as virtual interaction has emerged as the main mode to carry on tasks amid the serious call for health and safety practices.

Teachers and parents face the common anxiety about face-to-face instruction as the effects of the pandemic threaten the safety and health of the students. Yet, the education of more than 27 million students in the country inspires and propels our collective spirit toward educating the young no matter what it takes.



Secretary Leonor Briones of the Department of Education (DepEd) has emphasized that “education must continue,” but all stakeholders must keep in mind the health and safety of teachers and learners. Thus, the DepEd promotes an alternative: the use of *Flexible Learning Options* for public and private schools to manage a “non face-to-face school opening” successfully. This calls for educators, school administrators, teacher-leaders, students, parents, and other stakeholders in Philippine education to respond to the mandate to implement remote classes, online and offline, as an option for learning continuity for the students. This in itself is a daunting task especially for school communities that are at risk of being left behind in the wave of the shifting trends toward the *new normal*, the new way of conducting everyday affairs after weeks of lockdown. Concerns such as the lack of technology, poor internet connectivity, economic issues, absence of devices and equipment at home, working parents or parents who are not ready to take on the task of co-teaching their children at home, and many other issues create much anxiety among teachers and parents. They need, as a very

basic requirement, to be equipped with and guided by a thoughtful walk-through of the initial steps to introduce them to the concepts related to flexible learning and the different options available to them.

As Abiva Publishing House, Inc. commemorates its 84th founding anniversary, it responds quickly to the need for basic information about Flexible Learning Options. It rises to the occasion by sharing in the responsibility of helping teachers and parents continue their delivery of high-quality education to the learners with the creation of this primer.

Flexible Learning Primer offers a timely guide that expounds on the various Flexible Learning Options that schools and teachers can adopt relative to their unique learning contexts or environments. It introduces three common remote teaching modalities: fully online learning, offline learning, and blended learning. Specifically, this primer provides a practical guide to scheduling, establishing home-school partnership, creating learning modules, managing virtual classrooms, and designing alternative assessments. With actual examples of learning modules for K to 12 subjects based on the Most Essential Learning Competencies (MELCs) mandated by the DepEd, teachers will find this primer a handy guide to maximizing the use of textbooks and e-books in creating learning modules and utilizing simple but practical online applications and other instructional materials.

“
Concerns such as the lack of technology, poor internet connectivity, economic issues, absence of devices and equipment at home, working parents or parents who are not ready to take on the task of co-teaching their children at home, and many other issues create much anxiety among teachers and parents.”



Taking into account the probable limitation on internet connection and the scarcity of other technologies that many Filipino homes may experience, this primer also provides pointers on offline learning. The section *FAQs on Flexible Learning* seeks to answer crucial inquiries related to the launch of alternative delivery systems in schools or in homes.

Given the current period of rapid shifts and timely transitions to the so-called "new normal," this primer is a gesture of love by Abiva Publishing House Inc. for education. Its sincere goal is to boost the confidence of teachers, parents, and learners as they face the challenges of education in the new normal. Through capability building, stakeholders can demonstrate renewed hope and commitment to a new wave of learning—Flexible Learning. May this primer serve as the first step to this journey as we jointly rise above the challenges and developments in education in the 21st century.

Forward, always forward.

Abiva Educational Technology Writer-Consultants



Flexible Learning Options: An Overview

In the Philippine educational system, the concept of Flexible Learning is not new. In fact, the legal basis of the implementation of alternative delivery modes in schools is anchored on RA 9155 of the 1987 Constitution that states that the DepEd must take necessary steps to make education accessible to all. This is further supported by the Sustainable Development Goals 2030 of the United Nations that envisions an inclusive and equitable education as well as lifelong opportunities for all people, regardless of age, gender, race, and economic background.



TRANSFORMING OUR WORLD:



THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT



To know more about the Sustainable Development Goals 2030, please scan the QR code below.



But what is Flexible Learning? What is the role of technology in Flexible Learning? How can one apply Flexible Learning? What options are available? Let us answer these questions in the following discussion.

In the field of educational technology, Flexible Learning is defined as a pedagogical approach or a continuum of approaches resulting in a condition where teaching and learning are not bound by location, time, and even the pace and method by which students learn. This simply means that learning can occur anytime and anywhere. The design and delivery of lesson content give students increased opportunities and a variety of options to choose from based on their learning needs, styles, environment, access to technology, and preferences, allowing them to customize their learning experiences. Learning is facilitated by their teachers who are able to adjust the methods and delivery of instruction. The element of flexibility may also rely on how learners adapt to the learning structure and communicate with their teachers, how much time they need to complete a task for a subject, what assessments are applicable, or what resources are available in their current locations.

In special circumstances such as natural calamities, transport strikes, political unrest, and health crises, which threaten the health and safety of the students, *Emergency Remote Teaching (ERT)* is usually applied. This means that the school must adopt a rapid transition to another method of teaching and learning. Flexible Learning, Open Learning, or Distributed Learning are methodologies that schools may consider for their learning continuity plan during ERT. These three concepts are different from one another. In *Open Learning*, students are totally in control



of their learning. They can choose how they want to learn, where they want to learn, or how they want to receive their lessons. This is different from *Flexible Learning*, in which schools exercise authority and provide “options” or “menus” for the students on how they want to continue with their learning. *Distributed Learning*, on the other hand, refers to a methodology in which student learning is spread across different geographical locations

or learning resources. For example, students may enroll the first quarter in one institution and move to another institution after the emergency situation. Such act may include partnership or crediting between various institutions. On the contrary, *Flexible Learning* is centralized to one school or institution only. This means that the students must complete the whole academic year or academic requirements in the same institution.

Flexible Learning Options: Making the Right Choice for Your School

Technology plays a vital role in offering Flexible Learning Options. In the World Economic Forum in 2016, many education leaders around the world recognized the impact of technology in shaping the way teachers teach and how learners learn. The availability of tools for both offline and online use has been a standard in many schools offering Flexible Learning. Therefore, the best and most opportune time has come for school administrators and educators to embrace the use of technology in providing new and varied learning experiences for their students. With technology, they can develop approaches that will rise above the barriers of space and time and offer multiple options to teach their students remotely and enable them to

continue their learning even when they are at home or in any other environment outside the school.

The DepEd is pushing for Flexible Learning as one of the measures to continue delivering lessons to students for the coming academic year. Adopting various Flexible Learning Options will be beneficial for different situations. On some days, a student may not be able to go to school for reasons such as an illness, a calamity, an epidemic, or any occurrences that will endanger his or her health and safety.

To get started with using technology in Flexible Learning, it is good to analyze and understand what options your school can offer. Flexible Learning Options are categorized into three: *Fully Online*, *Offline*, or *Blended*. To help you decide and examine what these options are, you need to ask:

- How much bandwidth/mobile data will be needed?
- What will be the lesson format—print or digital?
- What type of content resource will I use?
- How will I deliver my lesson?
- What are the hardware requirements?
- What communication channels can I use?
- Can I use web conferencing? If yes, will it be synchronous or asynchronous?



- How can I store the submissions/assessments of my students?
- Will it require physical/face-to-face meetings in school?
- How much collaboration can be done by students?

Below is a detailed table that contains all the answers to the questions listed. You may refer to this as you examine the three categories of Flexible Learning Options.

	Fully Online Learning	Offline Learning	Blended Learning
Examples	online distance learning mLearning	correspondence distance learning home school	hybrid flipped
Bandwidth Requirement	medium to high (LTE / Broadband/DSL)	N/A	medium to high (LTE / Broadband/DSL)
Lesson Format	fully digital	printed or digital (using flash drive/CD-ROM)	combination of print and digital
Usual Content Resource	e-book, eLibrary, websites, online lecture	textbooks, printed supplementary materials, TV, radio	digital + print resources or F2F + online lectures
Lesson Delivery	LMS, email, and other online channels	courier service	online channels + F2F
Hardware Requirement	desktop, laptop, tablet, smartphones	none (except if in digital format)	desktop, laptop, tablet, smartphones
Communication Channel	LMS, email, online chat services	analog: phone call and SMS	online + analog + F2F
Web Conferencing	synchronous and asynchronous	N/A	synchronous and asynchronous
Storage Requirement	cloud-based storage	physical storage or offline digital storage device (flash drive/CD-ROM)	cloud-based + physical storage
Physical / F2F Requirement	no	yes (during claiming/delivery)	yes
Collaboration	online	N/A	online + F2F



Fully Online Learning

In a *Fully Online Learning* environment, the use of technology is very high. Students and teachers need computers (laptop computers, desktop computers, or tablet computers) and online applications to facilitate the teaching and learning process. This requires a steady internet connection at all times. Teachers may send lesson content or modules using any available online communication channel, such as email, messaging application, or an online Learning Management System. The students send their output through similar means. Schools may also adopt e-books to complete the students' remote learning experience. Examples of fully online learning options include *Online Distance Learning* (learning delivery through internet) or *mLearning* (subset of Online Distance Learning delivery using mobile devices).

Interaction and collaboration between teachers and students following a fully online learning setup may be synchronous or asynchronous in nature.

Synchronous Learning

When students and teachers are all online at a specific time using any web conferencing, social media, or live chat tool, it is called *synchronous learning*. In this type of learning environment, teachers may deliver lectures, ask questions, and do assessments with their students in real time. Likewise, the students participate in discussions, attend lectures, and do activities and exercises at the same time.

Asynchronous Learning

Asynchronous learning happens when students learn the same lessons at different times, paces, or locations. Teachers send recordings of their lectures or stream videos for discussion, and students access self-paced

learning modules or read in an online library. There are no real-time interactions between the teachers and students. In asynchronous learning, students may access materials anytime and from any place.

To watch a video about some tips on doing web conferencing, scan the QR code.



SCAN ME

Offline Learning

If your school experiences difficulties with internet access, offline remote teaching and learning might work for you. Pioneered by the University of the Philippines, offline remote teaching and learning has been widely used in the country. According to the DepEd, this model will be applied in many remote public schools in the country.

An example of an Offline Learning option is *Correspondence Distance Education*. In this option, learning materials, such as textbooks or teacher-made resources, are prepared by the faculty in the school premises. Instructional materials are consolidated in envelopes or folders then delivered to the students through the use of a courier service. In other newer Offline Learning models, the learning materials are compiled in a portable flash drive or compact disc. Parents or guardians may also come to the school to claim the printed or digitized learning materials. Assessments are collected from homes by the school staff or delivered by the parents or guardians back to school. In this model, collaboration and communication among learners and teachers are limited.

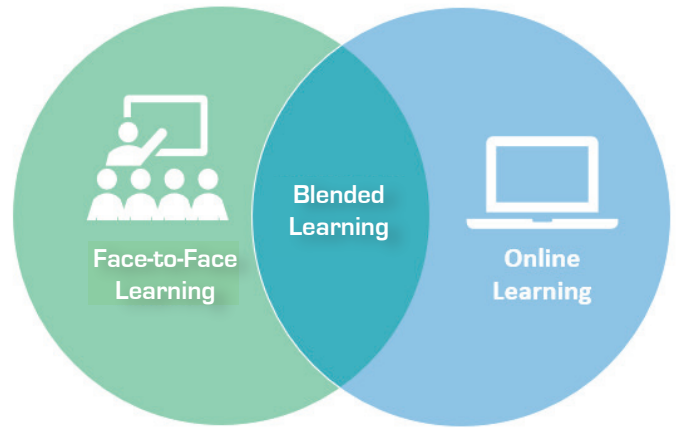
Home schooling is another option in Offline Learning. However, you must be accredited by the DepEd to facilitate this option.



In both learning options, collaboration and communication among learners and teachers are limited.

Blended Learning

Another option that schools may adopt is *Blended Learning*, the combination of face-to-face or in-person classroom learning with technology-based instruction. *Hybrid* or *flipped learning* are examples of Blended Learning. There are multiple ways of implementing Blended Learning. This will depend on the number of teaching hours or the use of online or offline lessons vis-à-vis face-to-face sessions. For example, the teacher may send pre-recorded lectures (as in asynchronous learning) in advance to students and then assess their learning or discuss content further during in-class sessions. Some institutions prefer to devote 50% of class hours to online lectures and discussions and the other 50% to assessments and other class activities. In Blended Learning, lesson content is delivered through online learning materials or through printed learning materials such as textbooks. As in any regular

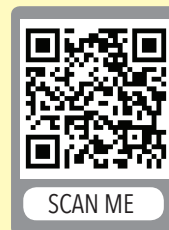
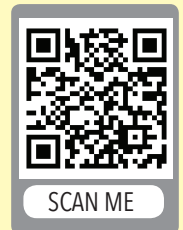
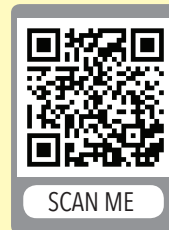


classroom interaction, Blended Learning requires that proper measures be planned and carried out to promote the health and well-being of both teachers and students. These measures consider distancing and health practices as necessary, as well as include the prevention of any form of bullying and similar activities that hinder the learning process and threaten the well-being of both teachers and learners.

The online resources developed by Abiva Publishing House, Inc. are anchored on the different Blended Learning approaches.



To know more about these, scan the QR codes below.



Now that you know the different Flexible Learning Options available, you may now move to the next step, which is planning and preparing your learning schedules.



Learning Schedules

The learning schedule depends on the flexible learning approach of a school. Internet connectivity and the availability of technology tools are major considerations in choosing a flexible learning modality, determining the frequency of online classes or consultations, and setting the deadlines for submission of accomplished schoolwork.

Taking into account the technical difficulties that schools may encounter in the implementation of Fully Online Learning, a discussion is thus necessary to differentiate two options in continuing learners' education online: *online class* and *online consultation*.

Online Class

In the context of this primer, *online class* refers to a synchronous virtual gathering where a teacher meets his or her students in real time. The teacher conducts a formal lesson on a specified day and time to introduce or reinforce content, consolidate learning, or assess learners.

As much as possible, keep a maximum of twenty to twenty-five students per online session to manage a class effectively in a virtual classroom.

Online Consultation

Online consultation refers to a non-structured lesson format, which provides an avenue for teachers and students to hold dialogues to clarify learning tasks, address misconceptions, give general feedback, or seek advice on how to accomplish learning targets efficiently.

Teachers can meet their students either in groups (again, ideally between twenty and twenty-five students per session) or set an open time on a specified day or days to accommodate students who may contact them through different forums, such as an online meeting, email, or chat applications.

Recognizing the issue of internet connectivity in the Philippines, schools that adopt Fully Online or Blended Learning may prefer a combined learning schedule: *synchronous* (class-paced) and *asynchronous* (self-paced).

Examine the table below and reflect which learning schedule may be applicable to your school setting. Which learning schedule can you adopt or modify?

Home-Learning Approach	Frequency of Learning Module	Frequency of Online Meeting/ Consultation
<i>Fully Online Learning</i>	weekly or biweekly	at least one online class or consultation weekly or biweekly
<i>Offline Learning</i>	weekly, biweekly, or monthly (per unit or lesson cluster)	none
<i>Blended Learning</i>	weekly, biweekly, or monthly depending on teaching hour allocation for remote teaching vis-à-vis face-to-face instruction	weekly, biweekly, or monthly depending on teaching hour allocation for remote teaching vis-à-vis face-to-face instruction



To understand your scheduling options further, study the sample timetables below.

Timetable Sample 1: Combined Synchronous (Class-Paced) and Asynchronous (Self-Paced) Learning

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Teacher's Tasks	Uploading/sending learning modules to students	Studying content/preparing instructional materials	Conducting online meetings/consultations Preparing, submitting (for critiquing and additional input by subject coordinators), and revising learning modules for next week Preparing materials for next week's online meetings/consultations			Preparing materials for next week's online meetings/consultations (<i>optional</i>)
Student's Tasks	Downloading/collecting learning modules Working on self-study content in the learning modules or accomplishing learning tasks	Working on self-study content in the learning modules or accomplishing learning tasks	Attending online meetings/consultations Preparing for other subjects Improving answers/output for submission, if any			Doing enrichment/remedial tasks (<i>optional</i>) Improving answers/output for submission, if any (<i>optional</i>)

In the timetable above, students use both asynchronous (self-paced) and synchronous (class-paced) learning modes. Notice that students work individually on their self-study

content, which is specified in the learning modules days before (asynchronous), and attend online classes or consultations (synchronous).



Timetable Sample 2: Combined Synchronous (Class-Paced) and Asynchronous (Self-Paced) Learning

	Week 1	Week 2
Teacher's Tasks	<p>Uploading/sending learning modules to students</p> <p>Studying content/preparing materials</p> <p>Giving feedback on past schoolwork submitted by students</p>	<p>Conducting online classes/consultations</p> <p>Preparing, submitting (for critiquing and additional input by subject coordinators), and revising learning modules for next week</p> <p>Preparing content/materials for next week's online meetings/consultations</p> <p>Giving feedback on past schoolwork submitted by students</p> <p>Providing enrichment/remedial tasks (<i>optional</i>)</p>
Student's Tasks	<p>Downloading/collecting learning modules</p> <p>Working on self- study content in the learning modules</p> <p>Accomplishing learning tasks</p> <p>Improving answers/output for submission, if any</p> <p>Preparing for other subjects</p> <p>Improving answers/output for submission, if any</p>	<p>Working on self-study content in the learning modules</p> <p>Accomplishing learning tasks</p> <p>Attending online classes/consultations</p> <p>Preparing for other subjects</p> <p>Improving answers/output for submission, if any</p> <p>Doing enrichment/remedial tasks (<i>optional</i>)</p>



The timetable on the previous page plots a two-week learning routine instead of weekly learning targets. Thus, students meet their teachers biweekly. The first week may be allotted to self-paced learning (asynchronous) as students manage their study time personally.

The second week, on the other hand, is set for online classes or consultations (synchronous) to consolidate learning. If teachers opt for an open consultation time on specified day or days, the students may contact them individually or in small groups.

Timetable Sample 3: Offline Learning (Asynchronous / Self-Paced)

<p>Teacher’s Tasks</p>	<p>Sending learning modules to students</p> <p>Preparing, submitting (for critiquing and additional input by subject coordinators), and revising learning modules for next week/s or month</p> <p>Collecting and marking schoolwork submitted by the students</p> <p>Giving enrichment/remedial tasks, as needed</p> <p>Responding to students’/parents’ occasional queries</p>
<p>Student’s Tasks</p>	<p>Collecting learning modules</p> <p>Working on self-study content in the learning modules</p> <p>Accomplishing learning tasks</p> <p>Improving answers/output for submission, if any</p> <p>Doing enrichment/remedial tasks, as needed</p> <p>Sending occasional queries to teachers</p>

Note: This may be done weekly, biweekly, or monthly.

If majority of the students do not have a reliable internet connection or do not have any connection at all, Offline Learning is the most practical delivery system to apply. Communication is limited to occasional teacher–student or teacher–parent inquiries through email, text message, phone call, messaging applications, among others. The

learning timetable (e.g., weekly, biweekly, monthly) depends on the amount of workload given to students vis-à-vis the learning competencies set for them. The frequency of submission or collection of learning portfolio [e.g., through courier service or digital submission (CD, flash drive, hard disk drive)] also affects the preparation of a timetable.



Home–School Partnership: Roles of Stakeholders

Remote learning calls for stronger home–school partnership as students learn in the comfort of their homes and under the direct supervision of their parents or guardians. Since the opportunities of teachers to monitor learners’ progress closely have become limited, the role of parents and guardians have become vital in motivating the children to accomplish their learning goals

and demonstrate self-discipline while learning on their own or attending online classes or consultations. Similarly, students are encouraged to seek help from their parents or guardians to address concerns related to their studies. The table below shows the probable degree of interaction between stakeholders in a home-learning framework.

Degree of Home–School Interaction and Parent–Child Support System

	Fully Online Learning	Offline Learning	Blended Learning
Teacher–student interaction/consultation	regular	rare to none	frequent
Teacher–parent interaction/consultation	as needed	rare to none	as needed
Parent–child support system	as needed	frequent to regular	as needed



The table suggests that in Offline Learning, amid the limitations in teacher–student and teacher–parent interactions, parents are integral players in the continuity of their children’s learning. A strong collaboration between teachers and parents may go a long way in providing the students the moral boost that they need.



From the following table, examine the degree of parental support needed by students based on age or year level.

Degree of Parental Support Based on the Year Levels of Learners

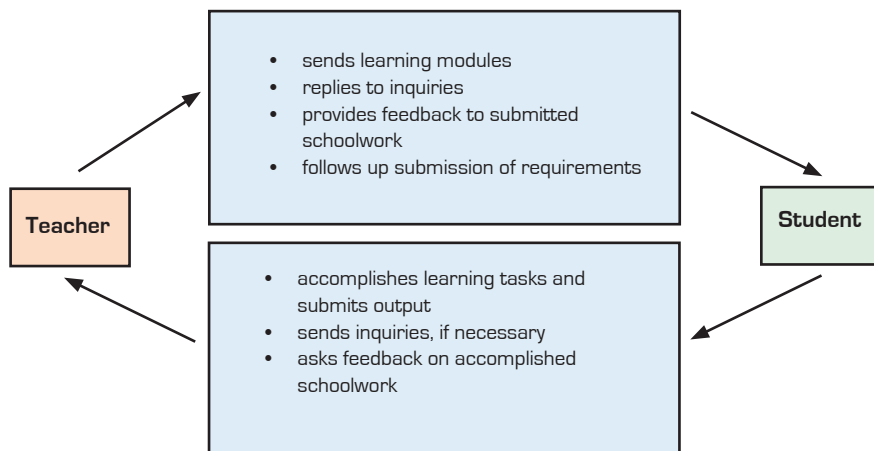
	Fully Online Learning	Offline Learning	Blended Learning
Nursery and Kindergarten	regular	regular	regular
Lower Primary	regular	regular	frequent to regular
Upper Primary	as needed	frequent to regular	as needed
Junior and Senior High	as needed	as needed	as needed

Parental support may vary based on the maturity of the learners to take accountability of their learning. The older a learner may be, the less supervision may be needed from parents. However, such analogy may not apply to learners with special needs. Some students

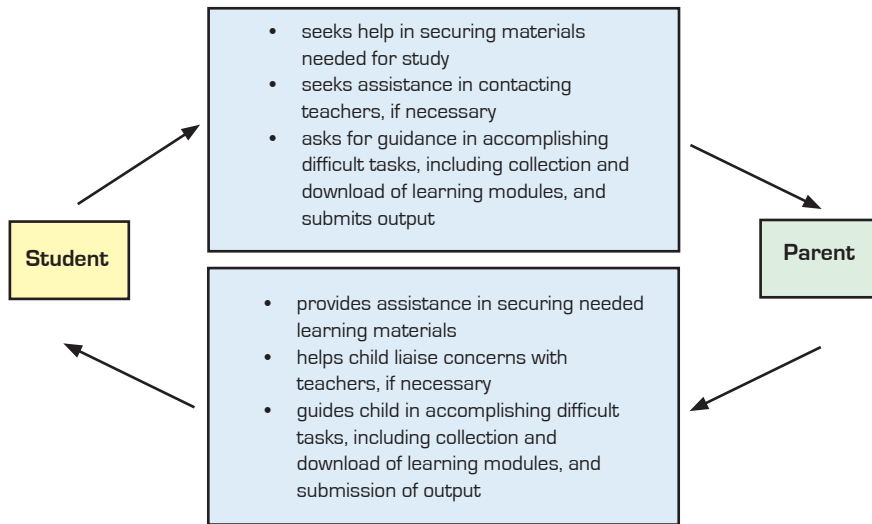
may require close attention and supervision regardless of their grade levels.

To understand further the dynamics between stakeholders, study the flowcharts that follow.

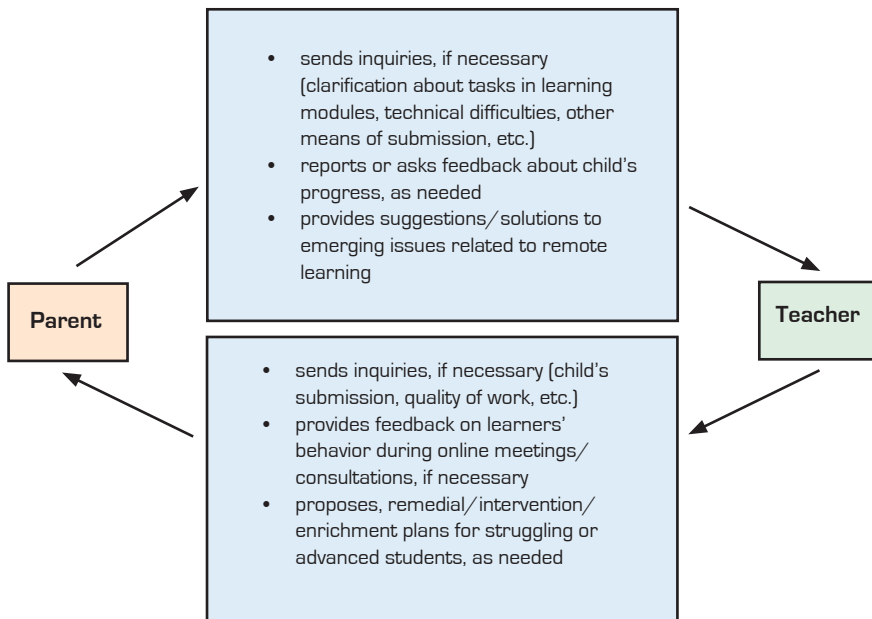
Teacher-Student Interaction



Student-Parent Interaction



Parent-Teacher Interaction



This active teacher-student-parent engagement is required in flexible learning frameworks. If the home and school share a common interest in continuing the education

of the young, any Flexible Learning Options may yield favorable results despite prospective technical challenges or inadequacies that may come in the way.



Communicating the New Normal

Now that you have identified your Flexible Learning Options and prepared your learning schedule, you may now plan how you wish to inform your school's stakeholders—the learners and parents. Bear in mind that any changes that you intend to implement must be communicated properly and

clearly to them. This will boost their confidence and trust that home–school partnership remains in any situation. Moreover, this will affirm that your school is genuinely concerned about the continuity of children's education even when they are at home; thus, no child will be left behind.

Aligning Your School's Technology Vision and Policies

The increasing use of technology in schools, even with the cancellation of classes due to typhoons, transport strikes, national emergencies, and the recent emergence of the COVID-19 pandemic, has greatly influenced how educational leaders envision their schools to meet the new demands of modern society. It is imperative at this point that the mission and vision statements of your school reflect its technological initiatives. These statements will not only guide your faculty and staff but also the parents and students as they decide to enroll in your school. Therefore, as part of your preparation for the implementation of Flexible Learning Options, your school must begin by aligning its mission and vision statements. Now is a good time to reflect: Are the mission, vision, and goals of my school still relevant today?

The following are some examples of mission and vision statements used by schools today. It is very clear from these examples that schools maximize the use of technology to support their students and to provide learning experiences that will meet the challenges of the future. Always remember that when

writing your mission and vision statements, it should be SMART—**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound.

- Our vision is to prepare our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and respect for the core values of excellence, creativity, and love for God, fellowmen, and nature.
- Our mission is to prepare students to become lifelong learners and responsible citizens. We collaborate with the family and the community to create relevant learning opportunities for students to help them develop their knowledge, 21st century skills, and character and enable them to contribute in a technologically advanced world.
- Our school prepares students to be movers, leaders, and decision makers in the 21st century by engaging them in learning experiences that promote excellence in academic, technological, and character development.



School policies on using Flexible Learning Options must be communicated clearly to the stakeholders. The communication should be brief, concise, and accessible, using language that can be understood by both students and parents. Always remember that your policies should be written in a positive tone and must make readers feel that changes will be implemented seamlessly in the coming school year. Your policies on Flexible Learning may also vary,

depending on which options you intend to offer. Here is a list of policies that need to be revisited when offering Flexible Learning Options:

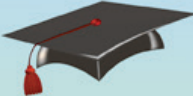



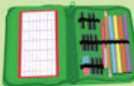

- class hours and learning schedules
- assessment facilitation and grading
- attendance and tardiness
- data privacy
- conduct and safeguarding policies
- tuition fee payment modes or terms

Conducting Parent and Student Orientations

Orientations to both parents and students are some of the important events that schools hold before the start of a school year. They function as effective means of communicating institutional goals, plans, policies, and changes, as well as special events or programs set for the year. Orientations

also serve as avenues for open forums among stakeholders to express their specific concerns. While physical assemblies may not be possible in times where health and safety are concerned, school orientations may be held using different technological tools.

Proven Effects of Parental Involvement in Schools

-  Students whose parents are highly involved in their school will average about .5 to .6 of a standard deviation in overall educational outcomes.
-  Family participation in education is twice as predictive of student academic success as socioeconomic status.
-  Students with highly involved parents can experience learning gains in reading and math.
-  Students of involved parents have fewer behavioral problems.
-  Older students are less likely to drop out of school when their parents remain involved.
-  Students whose parents know about higher level programs, like AP classes, are likely to be in them.



First, you need to inform parents and students about the orientation schedule. You may do this by posting on your school's website or in any of your school's social media platforms. Make sure that the date and time is clear, and a registration process is prepared to confirm attendance to the orientation. Next, you must also inform them about what communication media will be used, such as web conferencing, social media live coverage, or pre-recorded video. You might want to consider having many channels open to reach as many students and parents as possible. Lastly, the agenda of the orientation must be shared in advance to manage the expectations of the students and parents.

On the actual day or days of the orientation, make sure that you have all the

information prepared, as mentioned in your agenda. Assign individuals who will take charge of documenting the proceedings via audio and video recording and transcription. Ensure that you have a stable internet connection. School staff are advised to dress properly as virtual meetings are professional undertakings. Make sure that all school officials, faculty, and staff are in attendance when Flexible Learning Options and policies for the coming school year are presented. This will ensure that all proceedings in the presentation are understood clearly by all stakeholders. Before the end of the orientation, allow time for the participants to ask questions or to make clarifications about the presentation. In this way, they are given the opportunities to voice their opinions and concerns about your school's new learning modality.



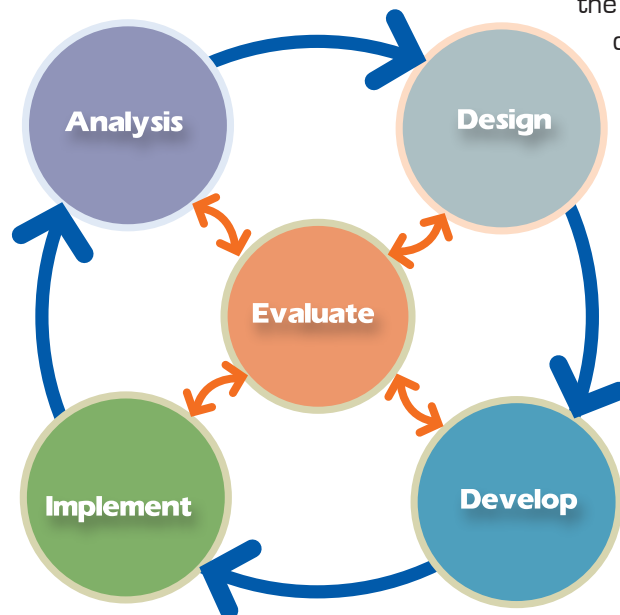
Best Practices in Flexible Learning: Using the ADDIE Technology Framework

As you move forward to the implementation of your Flexible Learning Options, the importance of understanding instructional design utilizing technology emerges as you create effective and well-organized learning materials for your learners. Teachers need to produce various documents, such as lesson plans, presentation materials, worksheets, and other supplementary materials in preparation for classroom instruction. This is true as well when facilitating classes with technology. You may not have to do a complete overhaul of your existing or previous documents. You might only need to refine it a bit or make some changes to align instructional materials with the new learning scheme.

Several instructional design frameworks illustrate the integration and utilization of technology in schools. The most common and easy to

understand is the *ADDIE Model*, which was first introduced in the 1950s by the Center for Educational Technology at Florida State University and used mainly to educate the military personnel in various branches of the United States Armed Forces. Today, the ADDIE Model guides teachers on how to formulate instructional materials and implement them in online classes. All the Flexible Learning Options discussed earlier can adopt the ADDIE Model.

The ADDIE Model has five phases of instructional design: **A**nalysis, **D**esign, **D**evelop, **I**mplementation, and **E**valuation. In this section, we will discuss how each phase contributes to the entire instructional design process as you implement your Flexible Learning Options. We will also share some of the best practices to help you integrate and utilize technology effectively in your remote classes.



Phase 1: Analyzing Your Students' Needs

When designing instructional materials for your students, the critical first step is making an initial analysis. There are two important factors that need to be analyzed: the learning styles and technology readiness of the students.

Analyzing learning styles is not new for most teachers. You need to understand how students learn or how they want to learn. According to American psychologist Howard Gardner, students possess multiple intelligences that focus not only on their cognitive or intellectual capabilities but also on various intelligences (e.g., naturalist, linguistic, interpersonal, among others). This explains why some students tend to be visual learners or enjoy seeing images or watching videos while learning in class. Some may be auditory learners and love listening to music or audiobooks. Many students, especially in the primary years, are very tactile learners since they learn through physical movements. You may also encounter students who are either active or passive learners.

Looking into past records or feedback from previous teachers provides information on the students' prior knowledge or experiences in class. You can request access to existing records of your students through the help of the guidance and counseling office. Your school's guidance counselors can help you secure these types of information because they are used to doing these kinds of reports for teachers. If they have not facilitated one, they may use various online assessments available or create surveys using various online survey tools, such as Google Forms or Survey Monkey.

Scan the QR code below to see a sample of a multiple intelligence assessment tool.



The results of your analysis will not only help you in designing your instructional materials but also in deciding which tools to use in determining the type of differentiated instruction to adopt based on the skills and capabilities of your students.

This phase includes the task of analyzing the readiness of the students in using technology in their learning experiences. To do this, you may administer an online survey among your students before the beginning of the school year. The survey may focus either on their soft skills, such as typing, hovering the mouse, and opening a computer, or on the availability and access to hardware.



These are some questions that you may want to ask:

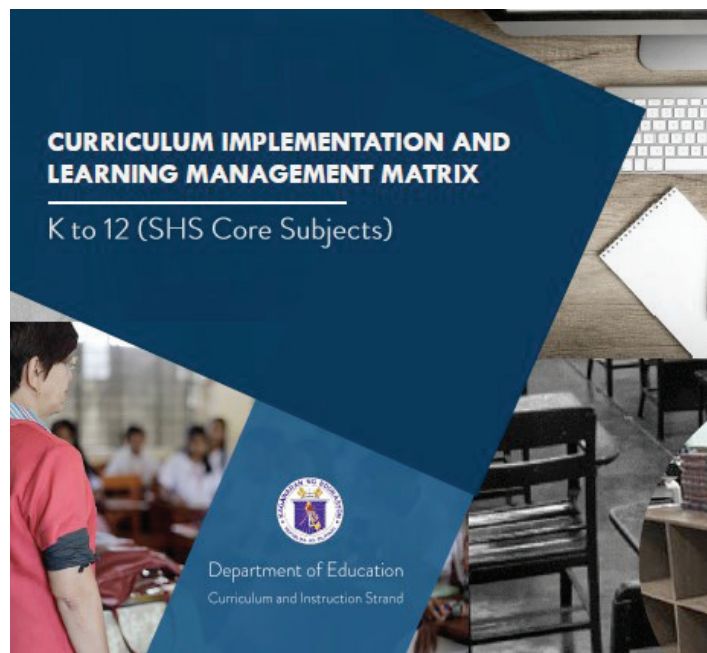
- Where will you access your online classes (home, dormitory, relative's house, etc.)?
- Do you have an available laptop, desktop computer, smartphone, or tablet?
- What type of internet connection do you have (LAN, Wi-Fi, mobile data)?
- To which mobile network are you currently subscribed?
- How much internet data do you require for your activities per week (2GB, 4GB, 8GB, etc.)?

The results of your survey will give you a general picture on how your students will interact using available technology tools. It will also help determine which among the Flexible Learning Options they will most likely prefer. In terms of your instructional design, the analysis of the survey will also help you identify the file formats, file size, or even the activities that you devise based on their technical skills and available resources. For example, students who prefer a Fully Online Learning option but only have smartphones can use instructional materials that require a small file size. With smaller screens, a bigger font size may be used.

Phases 2 and 3: Designing and Developing Your Course/Learning Modules

In these phases, most of your time will be spent on preparing your syllabus and course modules, which may include the activities that you intend to implement and the materials you will use for your remote classes. The two phases are generally combined because one complements the other.

It is very important that you finalize your course or subject syllabus at these phases of instructional design. You may refer to your previous syllabus or to the existing DepEd Curriculum Guides. As a general rule in Flexible Learning, teachers must focus on the “lean and not the fat.” Because of the remote arrangement and the use of technology, keep in mind that teachers must make their decisions on the competencies that need to be given attention. With the release of the Most Essential Learning Competencies (MELCs) for grades 1 to 12 by DepEd, all the resources in both digital and print formats must first be identified by the teachers, who collaborate in preparing instructional materials. Bear in mind that your learning schedule must be clearly reflected in your syllabus. You must



chunk or group lessons or content based on your learning schedule. Finally, most schools that offer Flexible Learning put their syllabi in a cloud storage, such as Google Drive or Dropbox for easy access and reference.



To get a copy of the MELCs, scan the QR code below.



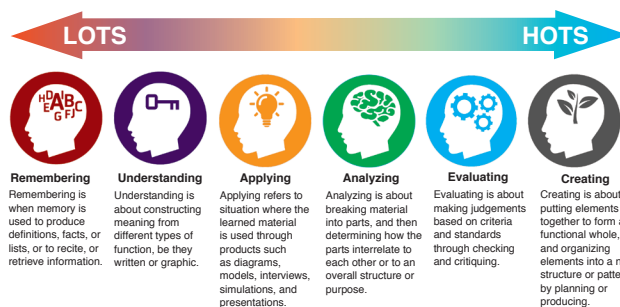
After finalizing and identifying your subject and lesson objectives, you may now start designing and developing the activities that you intend to implement. You must check

for and establish alignment and consistency with the MELCs in your lesson plan. Refer to the new Bloom's Digital Taxonomy, a modern version of the tool that teachers prefer to use for lesson planning. The new Bloom's Digital Taxonomy has a list of verbs that are aligned with various digital activities for implementing Flexible Learning. The verbs are arranged for a variety of activities that develop a range of skills from lower order thinking skills (LOTS) to higher order thinking skills (HOTS).

BLOOM'S DIGITAL TAXONOMY VERBS

Bloom's digital Taxonomy (devised by Andrew Churches) is about using technology and digital tools to facilitate learning. This kind of student engagement defines with **power verbs** that can be used for most everything from lesson planning and rubric making, to doing curriculum mapping and more.

You can use these verbs which cover the span of taxonomy from **LOTS** (lower-order thinking skills) to **HOTS** (higher thinking skills). It begins with remembering and ends with Creating. Listed beneath are the power verbs that apply to each stage.



Bookmark	Journal	Load	Validate	Review (media)	Vlog
Memorize	Categorize	Operate	Link	Moderate	Direct
Google	Tag	Upload	Clip (media)	Collaborate	Publish
Retell	Annotate	Share	Mash	Network	Podcast
Visualize	Comment	Edit	Advertise	Test	Animate
Define	Classify	Calculate	Outline	Criticize	Blog
Record	Predict	Chart	Deconstruct	Debate	Film
Duplicate	Subscribe	Present	Illustrate	Grade	Build (wikis)
Highlight	Tweet	Demonstrate	Map (mind)	Validate	Film
List (in bullet points)	Express	Play	Question	Detect (errors)	Produce

Modified image from Wabisabi Learning

One of the best practices that can be applied in this phase involves the preparation of a prototype or a mock-up version of your

online module for pilot testing. You may do this with your fellow teachers or with a couple of students. You may then do a



simple evaluation in the end to assess if the lesson will work for your students and if you need to make revisions. Check if the lesson can be accessed by your students based on the Flexible Learning Option that they prefer.

Prepare your course or learning modules and instructional materials in various formats to address the different flexible learning needs of your students.

Phase 4: Implementing Classes Remotely: Best Practices

The soul of remote learning consists of instruction made concrete through defined and achievable learning objectives, a clear and comprehensive learning guide, and engaging and meaningful forms of assessment.

This section provides practical tips on how to design learning guides or modules for a successful home-learning framework. Sample learning modules appropriate for kindergarten,

primary, and secondary learners are provided to illustrate how teachers can maximize the use of textbooks or e-books, establish common understanding, and facilitate remote instruction seamlessly. Pointers on managing students' behavior during Fully Online Learning or Blended Learning are also discussed.

Clarity of Instructions

In face-to-face learning, teachers and students can freely interact to facilitate learning and clarify instructions. However, physical interaction may be unnecessary in Fully Online Learning and is limited in Blended Learning and Offline Learning. Thus, instructions in the self-study guide or learning module should be simple and understandable. With a clear presentation of learning objectives and logical and comprehensive presentation of learning tasks, the students can achieve their learning targets.

Think about your learning module as the go-to document or one-stop resource of your students. In writing instructions, you may consider the following guide questions:

- Have I included all details that students need to know to complete the tasks?
- Are the steps logically arranged or easy to follow?
- Is the language used appropriate to the level and understanding of the students?

“*With a clear presentation of learning objectives and logical and comprehensive presentation of learning tasks, the students can achieve their learning targets.*”

- Are the activities developmentally appropriate?
- Have I expressed my instructions in a simple and concise manner? Are there any jargons or unfamiliar terms that need to be unlocked?
- Is my presentation organized using appropriate formats (numbered, bulleted, outlined, subdivided into parts)?

The following is a sample lesson guide appropriate for upper primary and high school students who may be using an online meeting application, such as Zoom, for the first time. Observe how detailed the directions are.



Since we are not allowed to hold lessons in the classroom at the moment, we will conduct online meetings via video conferencing once a week.

We will use Zoom (<https://www.zoom.com>), a free videoconferencing app. Create your Zoom meeting account using your school email. If you do not have your school email yet, you may use your personal email.



You will need a desktop, laptop, tablet, or smartphone. Your device should have a working microphone and camera. You may also need a pair of earphones or headphones to ensure sound quality. If you are going to use a smartphone or a tablet, you need to download the Zoom app into the device to be able to join a meeting.

If you have a hard time opening an account or need guidance on how to use Zoom, you may refer to the video resources below.

- https://www.youtube.com/watch?v=sJq_OM5VcDY
- <https://www.youtube.com/watch?v=-ik5o6WptX0>

For kindergarten and lower primary students, you may consider presenting your instructions in short sentences, either in a numbered or bulleted list. Remember that the students will consult their parents, guardians,

or family members. As much as possible, avoid using unfamiliar words. In case technical terms cannot be avoided, provide clear definitions or examples. Check the example that follows.

Before studying

- Download or collect your learning module every Monday morning. You may ask help from your parents, guardians, or older siblings.
- Keep all study materials readily available: textbooks or e-books, pens, pencils, crayons, glue, scissors, stapler, paper clips, tablet, laptop or desktop, notepad, class diary, etc.

While studying

- Go over your learning module. Read instructions carefully.
- Color or highlight instructions or tasks you find difficult to do.
- Start working on tasks that you can do on your own.
- Ask help from your parents, guardians, or older siblings to guide you with difficult tasks, if there are any.

After studying

- Review your work and improve your answers or output, if necessary.
- Write in your class diary a two- or three- sentence journal entry about what you like best and what you like least in the lesson.
- Submit your work through email or courier. Again, seek help from your parents or guardians.
- Give time for play or exercise. Eat healthy food and drink enough water. Sleep on time, too.
- Prepare for your next lesson.



Organizing information in tables may make your numerical details look organized and therefore easy to read and understand. For an example, refer to the table below.

Group	Members	Online Meeting/ Consultation	Meeting Details
Group 1	Class numbers 1–15	Wednesday, 9:00–9:40 a.m.	Meeting Link: https://zoom.us/j/123456789?pwd= Meeting ID: xxx xxx xxx Password: *****
Group 2	Class numbers 16–30	Thursday, 9:00–9:40 a.m.	Meeting Link: https://zoom.us/j/987654321?pwd= Meeting ID: yyy yyy yyy Password: *****

**The meeting links, IDs, and passwords in the table are for sample purposes only.*

Tone and Point of View

Understand that the students do not have the advantage of physical interaction in Fully Online Learning, even more so in Offline Learning. Avoid a mundane or rigid tone in your learning guide. Address your students as though they are in front of you. By using a conversational and affirmative tone, especially in the opening statements, you may encourage and motivate the students to read on and follow your learning guide eagerly.

Establish a positive learning environment for your students. Instead of bombarding them with a series of imperative orders at the start, provide general feedback on their recent lessons or tasks, a message of appreciation, a hypothetical question, or a question about how they feel regarding a particular task. Below are sample opening statements that use a second-person point of view (*you, your, yours, you're*) to establish connection with the students.



Accessibility of Instructional Materials

Having Standard Resources

Imagine asking your students to look for relevant resources on their own. Imagine yourself browsing the internet or rummaging through personal files to find resource materials that you can provide them. Can you sustain this kind of practice for weeks or months, considering time constraints and limitations in internet connectivity?

Having a standard resource will save the teacher and the student time and energy. With a textbook, an e-book, or a combination of both, writing a learning guide (teacher's task) and accomplishing assignments (students' task) will be less grueling. During online meetings or online consultations, you

can easily consolidate learning since you have already established common understanding of content, concepts, or skills covered in your learning guide, which is based on a textbook or e-book. This means that having common instructional resources, such as textbooks or e-books, provides continuity of learning, synchronization among the students, and a more efficient schedule plan for the teachers.

Meanwhile, you can still maximize resources available on the internet, such as videos, articles, blogs, and web pages, as support materials for remediation or enrichment purposes.

Maximizing Printed and Electronic Resources

In actual classroom learning experiences, most, if not all, components of a textbook or e-book can be utilized.

For remote classes, however, you need to carefully pick texts and exercises or condense them without sacrificing learning objectives. The following guide questions might help you make decisions:

- Which parts of the textbook or e-book can be used to consciously address the learning objectives?
- Which components can you forego or condense to lessen the work of the students?

- Which exercises can be made optional as provision for differentiated or individualized instruction?

The last question is a crucial point of reflection for teachers, who may plan to provide remediation to struggling learners. They may advise learners to accomplish additional exercises in the textbook or e-book. Teachers may also offer enrichment activities to advanced learners, who may wish to perform complex tasks in the textbook or e-book.

Using Textbooks or E-books in Learning Modules

Examine the following sample learning guides using textbooks or e-books. Note that some tasks may only be done online. You may modify the tasks based on your chosen learning modality. Options for Offline Learning are discussed later.

The learning objectives of the sample learning modules that follow are based on the MELCs. The document streamlines the most vital skills that need to be developed in students in view of the shift from traditional classroom experience to home-based learning as an alternative delivery mode.



To download the K to 12 MELCs SY 2020–2021, scan the QR code below.



SCAN ME

The sample learning guides below also feature some ways to incorporate differentiated instruction (DI) without having to prepare additional learning materials but giving students options to choose from in some tasks. You will see a blue icon with initials DI in it to signal provisions for differentiated learning.

Kindergarten – Grade 3

Grading Period	Second Quarter (Week 2)
Mahalagang Kasanayan (mula sa MELCs)	Natutukoy kung sino-sino ang bumubuo ng pamilya
Batayang Aklat	<i>Serye ng Hakbang sa Pag-unlad, Araling Panlipunan K2, Ikalawang Edisyon</i> ng Abiva Publishing House, Inc.
Pahina	1–8
Oras na Ilalaan sa Pag-aaral	1 linggo/3 oras

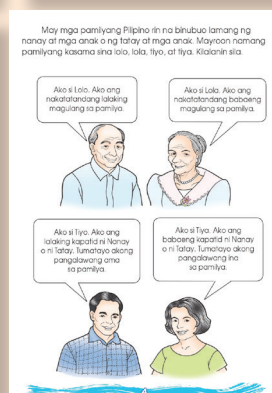
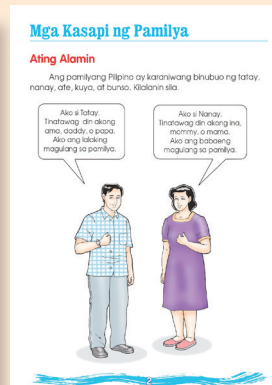
Gawain 1

Pumili ng isang gawain sa ibaba.

1. Tingnan ang larawan sa pahina 1 at kilalanin ang mga tauhan na iyong nakikita.
2. Humingi ng tulong sa iyong mga magulang o sa mga nakatatandang miyembro ng iyong pamilya upang ipaliwanag sa iyo ang kahulugan ng maikling tula sa pahina 1.

Gawain 2

1. Basahin ang mga diyalogo mula pahina 2 hanggang 4.
2. Pag-isipan: Sino-sino sa mga tauhan sa mga pahina 2 hanggang 4 ang maihalalintulad mo sa mga kasapi ng iyong pamilya? Mayroon pa bang ibang kasapi ng inyong pamilya na hindi mo nakita sa aklat?
3. Sa isang malinis na papel, isulat ang mga pangalan ng mga kasapi ng iyong pamilya. Itabi ang iyong listahan para magamit mo ito mamaya.



Gawain 3 **DI**

Pumili lamang ng isang gawain.

1. Sagutan ang gawain A ng *Ating Subukin* sa pahina 5.
2. Sagutan ang gawain B sa pahina 6.

Gawain 4











1. Sa loob ng bahay na matatagpuan sa pahina 7, gumuhit ng larawan o magdikit ng litrato ng lahat ng miyembro ng iyong pamilya.
2. Isulat sa mga patlang ang mga pangalan ng mga kasapi ng iyong pamilya gamit ang listahan na iyong ginawa sa *Gawain 2*.
3. Maaaring gumamit ng dagdag na papel kung mayroon pang ibang mga miyembro ng iyong pamilya na hindi nabanggit sa listahan.

Gawain 5

1. Kunan ng larawan ang iyong mga sagot sa *Gawain 3* (isa lamang sa dalawang gawain) at ang litrato o guhit at mga pangalan ng mga kasapi ng iyong pamilya na iyong isinulat sa pahina 7. Humingi ng tulong sa iyong mga magulang o nakatatandang miyembro ng iyong pamilya upang maisagawa mo ito at maipadala sa iyong guro ang iyong











Ating Subukin

A. Ayusin ang mga letra upang mabuo ang pangalan ng bawat kasapi ng isang pamilya. Isulat sa loob ng mga kahon ang mga letra.

1.  *ahya* 
2.  *snubo* 
3.  *eta* 
4.  *ynhao* 
5.  *yaok* 

B. Hanapin sa hanay B ang larawan ng bawat kasapi ng pamilya na tinukoy sa hanay A. Isulat sa patlang ang letra ng tamang sagot.

A

1. Pinakabatang kasapi ng pamilya  a. 
2. Nakatatandang anak na babae  b. 
3. Babaeng magulang  c. 
4. Nakatatandang anak na lalaki  d. 
5. Lalaking magulang  e. 

Ating Gawin

A. Isalik sa loob ng bahay ang larawan ng iyong pamilya. Pagkatapos, isulat sa mga patlang sa ibaba ang pangalan ng bawat kasapi.

Ang Aking Pamilya



Pangalan ni Tatay : _____
 Pangalan ni Nanay : _____
 Pangalan ni Kuya : _____
 Pangalan ni Ate : _____
 Pangalan ni Bunsod : _____

mga sagot gamit ang email, Messenger, Viber, Learning Management System, o iba pang paraan.

2. Maaari mo ring ipunin ang iyong mga sagot at maghintay ng paalala mula sa iyong guro kung kailan at paano mo maipapasa ang mga ito.

Grade 4 – Grade 6

Grading Period	First Quarter (Week 6–7)
Essential Competency (from MELCs)	Identify changes in materials whether useful or harmful to one's environment
Textbook/E-book	<i>Real-Life Science 4</i> by Abiva Publishing House, Inc.
Pages	36–51
Study Time	1 week/2–3 hours

Task 1 **DI**

Choose one of the following tasks:

- Reflect on the questions in *Investigate* on page 36.
- Read about the impact of change on people on page 36.

LESSON 2 **Changes in Matter**

INVESTIGATE

Changes occur in matter. Did you notice the changes that you experienced as you grew older? Did you notice the changes in your body size, weight, and height? Do you agree that these are among some changes in you as matter?



GET GOING

The Impact of Change

Change has so much impact on people's lives. For instance, because of change, work has become easier and more comfortable for people. When in the past, work was done mostly by hand, or manually, changes in the way work is done with the aid of modern tools and equipment have made a lot of tasks easier and faster to do. Some machines assist people with these tasks. Other machines and tools have helped to increase the productivity of people who are able to come up with more output within a shorter period of time.



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Change has also led to developments in technology which in turn has contributed much to advances in many fields of science such as medicine. Change has been possible because matter can go through changes.



Kinds of Changes in Matter

Changes in matter may take place in either of two ways: physical and chemical. These changes occur when matter is exposed to different conditions such as the addition and removal of heat energy or when it is mixed with other materials.

Physical Change

If you were to pound on a piece of chalk or tear up a piece of paper, you will notice that the chalk dust and the pieces of paper that you produce still have the properties of the original pieces of chalk and paper. These examples demonstrate *physical change*, or change that occurs in the size, shape, or state of matter without forming a new substance.



37

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Matter may undergo physical change through different processes. For instance, the addition or removal of heat energy can cause matter to change from one state to another. When you boil water, you will notice that the water produces steam as the liquid molecules of the water turn to gas molecules in a process called *evaporation*. As they cool, the gas molecules become liquid molecules in a process called *condensation*.



The addition or application of heat energy can also cause physical changes in solids. If you place ice cubes, which are solids, under the heat of the sun, they will turn to liquid water after a few minutes in a process called *fusion* or *melting*. When you place the liquid water in a freezer, the water will turn into ice, or solid water, in a process called *freezing* or *solidification*.

You may not be aware of it, but changes of solids into gases occur around you. Have you ever seen naphthalene balls? These are small balls of white substance that are used to ward off insects like cockroaches because of their very strong smell. If you leave naphthalene balls in an area for more than one hour, the balls will emit a very strong aroma into the air. You will not see the change in the solid balls to a gas but indeed it happens. This direct change from solid to gas takes place in a process called *sublimation*.



The solid-to-gas change can also occur in the opposite direction. The frost in a freezer is actually the result of the sublimation of the ice. In this case, the water vapor of the sublimated ice forms the frost without passing the liquid state. This process of changing gas directly to solid is called *deposition*.

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In the given examples, the physical changes in the different states of matter are evident.

Chemical Change

Look at the burning logs in the photograph. What is coming up from them and from the fire? What are the grayish-white substances that have formed on the logs? What do you think caused these?



The mist coming up from the logs and fire is smoke while the grayish-white substances are ashes. Both the smoke and ashes are products of a chemical change that has occurred in the logs.

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Task 2 **DI**

Read "Kinds of Changes in Matter" on pages 37 to 40. Then, give five examples of physical changes and five chemical changes happening in your home. Do not include examples mentioned in your textbook or

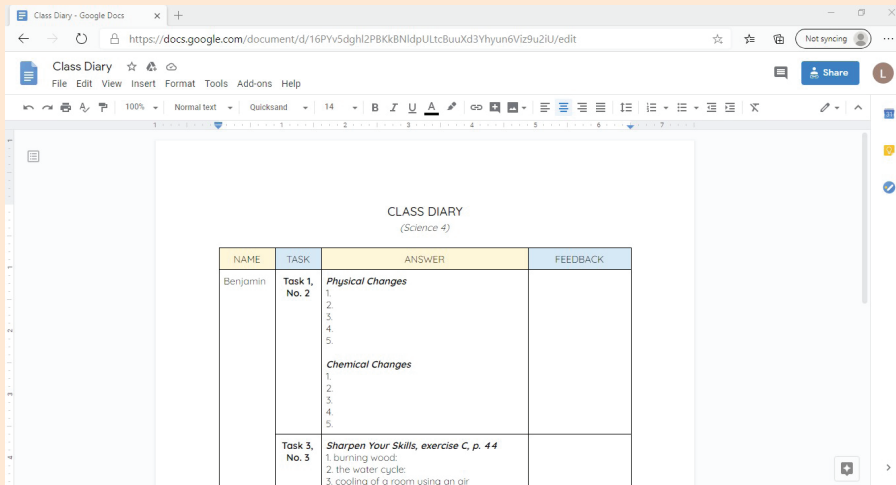
e-book. You may either make a list or take photos of these changes. Post your examples on the *Online Portfolio* by clicking the Google Document link below:

<https://docs.google.com/document/d/1MvPxxG7LLw6FQ12abcDefGhijKL3MNOP4qRS5T67UV/edit>

*Google document link is just a dummy / for sample purposes only.



Below is a screenshot of your *Online Portfolio*. Write your examples of physical and chemical changes or post photos of these changes next to your name. Use only the space allotted to you in the Google Document. You are not allowed to add, delete, or modify information posted by your classmates.



If you wish to learn how to create a Google Document, scan the QR codes below.



Task 3 DI

1. Compare and contrast effects of changes in matter on people and the environment. Refer to pages 40 to 42.

When matter undergoes a chemical change, its chemical composition is altered, causing the original substance to be replaced by one or more new substances. In the given example, when heat is applied to the logs, the components of the wood react with the oxygen in the air, thus forming the smoke and ashes. You will observe that you can no longer recognize the wood from the smoke and ashes.


Try mixing milk with vinegar. What do you think will happen?

Effects of Changes in Matter

How does change affect people? Though some changes bring about development, they may also cause destruction to the environment. There are changes that make the life of people easier while others destroy the environment and even affect the health of people.

Effects on People

Developments in technology in recent years have been staggering. The evolution in household appliances and handheld gadgets and devices, such as mobile phones, is so rapid that people can hardly keep up with the changes. For instance, the change in the technology of television sets in the past five years only has seen how these sets have evolved from the bulky and heavy units to the flat-screen and light units as today. The mobile phone that could hardly fit in your pocket two years ago now lies snugly on your palm.



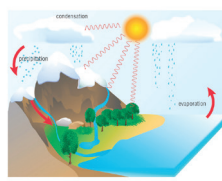
Technological developments are a welcome boost to people's lives. They have definitely made work easier and faster and communication so much more convenient. However, they come with their own problems and disadvantages. An example would be the invention of machines like air conditioners.

An air conditioner is a machine that is considered a major development in cooling equipment as it controls the temperature and humidity in an enclosed area. For instance, if an air conditioner is installed in your bedroom, the machine will not only provide your room with adequate ventilation but will also remove the dust and other foreign bodies from within the area by simply depositing them on the machine's cooling fins. However, despite the benefits of having such a machine, it also has some negative effects on both people and the environment.

The air circulation an air conditioner creates can easily transmit airborne diseases that could be a big threat to the health of those confined in an air-conditioned room. Furthermore, air conditioners require huge amounts of energy, which means using more fossil fuels (such as coal) that have to be burned to supply the needed energy. This process, in turn, results in gases like chlorofluorocarbons (CFCs), mercury, and carbon dioxide being discharged into the atmosphere and damaging it. What a damaging process from a seemingly harmless machine!

Effects on the Environment

Changes in matter may increase the production of food supply and other materials. In the water cycle, water on Earth evaporates then undergoes condensation to produce rain, snow, and other forms of precipitation, which later fall back to Earth.



The rains that fall on Earth is vital to all living things. Plants use water from the rains to produce their food and provide food for other organisms while people and other animals use it to replenish their bodies. Plants are sources of materials for various things that people need such as paper and furniture. However, because of pollution in the air, even the rains can be harmful to living things. This is due to a phenomenon known as acid rain, or rain that consists of water droplets that have become acidic due to pollution. Acid rain that falls on plants and the soil removes important minerals from the soil and from the leaves of plants. Without these minerals plants cannot grow well. Acid rain that falls on bodies of water can cause the death of fishes and other marine life. People also feel the effects of acid rain when the water that they drink has been contaminated by it.

2. Answer any of the following:

- exercise A of *Sharpen Your Skills* on page 43; or
- exercise B of *Sharpen Your Skills* on page 44.

Write your answers in your lecture notebook, and be ready to share during our online class or consultation.

3. Do exercise C of *Sharpen Your Skills* on page 44. Justify whether the listed changes are useful or harmful to people and the environment. Write your answers and justifications in our *Class Diary*, (same Google document link given in Task 2). Be ready to share your answers during our online class or consultation.

2. Salt added to soup: _____

3. Sugar stirred in a cup of coffee: _____

4. Paper that has been burnt: _____

5. Nail left in a puddle of water: _____

6. Each process below results in changes in matter. Identify if the changes can be useful, harmful, or both useful and harmful to people and the environment. Write your answer in the space provided and justify it.

1	burning of wood	_____
2	the water cycle	_____
3	cooling of a room using an air conditioner	_____

SHARPEN YOUR SKILLS

Choose the answer to each question. Write only the letter of the answer on the line.

- Which act will change the chemical composition of paper?
 - cutting of paper
 - folding of paper
 - burning of paper
- When exposed to extreme heat, a piece of wood turned into charcoal. What change took place in the piece of wood?
 - physical change
 - chemical change
 - evaporation
- Which shows a useful change in matter caused by evaporation?
 - soil drying up due to drought
 - wet clothes drying up in the sun
 - decrease in the water level in dams
- Which shows a physical change in matter?
 - rusting of a nail
 - breaking of glass
 - rotting of an apple
- Which is an outcome of a chemical change in matter?
 - spaghetti that has spoiled
 - ice that has formed from water
 - piece of cake sliced from a cake roll

7. Read each phrase and note the underlined word for a certain matter. Describe the change in the matter's properties. Write your description on the lines.

- Ice formed from liquid water: _____

SHARPEN YOUR SKILLS

Choose the answer to each question. Write only the letter of the answer on the line.

- Which act will change the chemical composition of paper?
 - cutting of paper
 - folding of paper
 - burning of paper
- When exposed to extreme heat, a piece of wood turned into charcoal. What change took place in the piece of wood?
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 - breaking of glass
 - rotting of an apple
- Which is an outcome of a chemical change in matter?
 - spaghetti that has spoiled
 - ice that has formed from water
 - piece of cake sliced from a cake roll

8. Read each phrase and note the underlined word for a certain matter. Describe the change in the matter's properties. Write your description on the lines.

- Ice formed from liquid water: _____

Week 7

Task 4

Review the main concepts discussed in your lesson last week by analyzing the diagram on page 51 under *Wrap Up*. Go back to your

notes, *Class Diary*, textbook, or e-book if you miss any information. Then, answer the Google Quiz that was emailed to you last weekend.

Changes in Matter

Week 6-7 Summative Assessment

Which of the following is NOT a physical change?

burning logs

boiling a pot of water

tearing a piece of paper

pounding a piece of chalk

Submit

Hindi rinaguyod o inidorsong Google ang nilalamang ito. [Lulat ang Pano-ubos](#) - [Mga Tuntunan ng Serbisyo](#) - [Paliwanag sa Privacy](#)

Google Forms



Task 5 DI

Start working on the *Performance Task* on page 45. Your task is to prepare a 30-second to one-minute talk about the harmful effects of the worsening garbage problem to the water system in your community.

Meanwhile, you may also choose from the RAFT table below other roles and format in which you can present your ideas.

LINK UP WITH SCIENCE

Performance Task

You are the environmental officer of your community's homeowners association. The association officers have noticed that the community's garbage problem has worsened, with some irresponsible homeowners leaving their garbage in the streets. You have been tasked to inform the members of the community about the kind of changes that happen to waste materials and how garbage left on the streets can contaminate the community's water system. Prepare a brief talk about this concern and be ready to present it before an assembly of the homeowners.

Technology Today

Read more about changes in matter in the website: http://www.kgtf.org/bgt/custom/resources_fp/client_fp%3Science/changing_matter/index.htm.

Journal Writing

What are some changes in your school that you find useful? harmful? What do you think of them? Write about these below.

45

Role	Audience	Format	Topic	Strong Verb
<i>From whose perspective are you writing / speaking / performing?</i>	<i>To whom are you addressing your message?</i>	<i>How do you wish to present your ideas?</i>	<i>What is the subject of your presentation?</i>	<i>What tone will you use? What word will you use?</i>
resident	community residents	complaint letter	harmful effects of worsening garbage problem to water system	“condemn, oppose, complain”
radio announcer		script/ video or audio file of public advisory		“unite, resolve, mobilize”
environmental artists		advocacy poster with captions		“restore, preserve, nurture”
environmental expert		lecture script/ video or audio file of short lecture		“threaten, contaminate, endanger”
digital artist		infographic showing statistics, etc.		N/A
singer/ music producer		copy of lyrics/ video or audio file of original or adapted song		“restore, preserve, nurture”



This week and the next, you will only plan for your performance task. We will discuss further the procedure and marking rubric of your performance task during our online class or consultation next Wednesday at 1:00–1:40 p.m. For the meantime, list ideas that you may include in your presentation. Feel free to use your *Class Diary* (same Google Document link given in *Task 2*) to organize your thoughts in any form you prefer. Since

your performance task is a work in progress, you can improve it anytime you wish.

To get more ideas, you may check the website given on page 45 under *Technology Today*.

Be ready to share your plans or preliminary ideas during our online meeting or consultation. Similarly, you may also ask questions or clarifications regarding any part of the lesson.

Grade 7 – Grade 12

Grading Period	First Quarter
<i>Essential Competency (from MELCs)</i>	Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one’s purpose
<i>Textbook / E-book</i>	<i>English in Perspective Grade 7</i> by Abiva Publishing House, Inc.
<i>Pages</i>	148–154, 156
<i>Study Time</i>	1 week/2–3 hours

Task 1 **DI**

Reflect on one of the following set of questions:

- Do you remember a brother, sister, or close relative introducing his or her fiancé or fiancée to your family? How did you and your parents receive the guest?
- How would you feel if your brother or sister brings home a wife or a husband?

Write a reflection in three to five sentences, and share it in the *Online Portfolio* by clicking the Google Document link below. Use only the space allotted to you in the Google Document. Make sure that you do not add, delete, or modify information posted by your classmates.

<https://docs.google.com/document/d/1MvPxxG7LLw6FQ-12abcDefGhijKL3MNOP4qRS5T67UV/edit>

**Google document link is just a dummy / for sample purposes only.*



the type of task you wish to accomplish. Type in your name in the upper left box. Be careful not to erase or modify other slides created by your classmates. While answers are open for everyone to see,

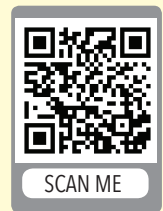
you are reminded to avoid plagiarism. You may get ideas from your classmates' responses, but you have to express them in your own words. To proceed to the Google Slide, click the link below.

https://docs.google.com/presentation/d/1rYuxRzn2X-RE6Val_MoeKoTCWGY-vvsDBqffoXDML_A/edit#slide=id.g123b4d657d_0_0

**Google slide link is dummy/ for sample purposes only.*

In case you have a hard time accessing the Google Slide, you may write your answers directly in your textbook. Scan or take a photo of the page and email it to your teacher.

If you wish to learn how to create a Google Slide, scan the QR codes on the right.



Note for Offline Learning

The students may write their responses directly in the worktext as well as write their answers in a notebook and compile them along with output from other lessons as part of a portfolio. The school can set the time and means (courier, face-to-face, or digital submission) in collecting work.

Online Class Routine

Class routine is as important as the lesson proper, whether instruction is delivered in a physical classroom or through an online platform. In *Offline Learning*, routines may not be a serious concern since students learn through a self-paced mode, and teacher-student interaction is very limited. However, in Fully Online Learning and Blended Learning modes that facilitate online meetings, some class routines need to be followed.

Meanwhile, class routines in online classes or consultations may be more rigid

than actual classroom learning. For example, if you share your screen during an online meeting such as Zoom or Google Meet, you may not see your students all at once. Background noise and distractions caused by other family members might disrupt the students' attention or focus during an online class. While managing students in a virtual classroom may really pose a number of challenges, some important guidelines can help curb discipline issues and optimize student engagement.



Below are sample class guidelines that will help students adjust to the structure of an online class or consultation appropriately. Allot time for orientation during the first online meeting so that the students will be aware

of the system to be implemented, class rules and policies to be followed, and the teacher's expectations to be met. At the start of every online meeting or consultation, remind the students of the same class rules.

Before an online meeting or consultation

- Prepare all study materials needed for the online meeting or consultation.
- Go through any content needed in the lesson and revise it, if necessary.
- Formulate questions you wish to ask or clarify during the meeting or consultation.
- Should you need to come in late or leave early for whatever reason, notify your teacher ahead of time through email or leave a message in the group chat.

During an online meeting or consultation

- Use your real name and turn on the camera. Attendance will be checked.
- You may turn off your camera as your teacher instructs. Meanwhile, always turn your camera on when you speak.
- Mute your microphone. Turn it on when you are asked to speak or when you wish to share ideas.
- Raise your hand or use the reaction button when you want to speak.
- Refrain from playing or sending private messages to your classmates unless you are told to do so in relation to the lesson.
- Stay in the meeting from beginning to end unless prior arrangement to leave has been made and approved by the teacher.

After an online meeting or consultation

- Click the 'leave meeting' button.
- Prepare for your next online meeting or consultation.
- Wait for a notification from your teacher regarding the details of your next online meeting or consultation.

As much as possible, do not meet a big class. Managing forty or more students in one online meeting can be grueling. Dividing them into two or three groups and meeting them on different schedules will reduce behavior issues as you can easily monitor them in

smaller groups. Considering time constraints in online learning, fewer students mean more opportunities for teacher–student interactions that translate to enhanced learning and maximized use of resources.

Assessment and Evaluation

In a nutshell, *assessment* refers to the process of collecting and reviewing learning evidence to improve students' performance, while *evaluation* gauges students' performance based on the learning objectives set. For example, learners are

expected to identify the role of family in society (learning objective). After discussion of content, students conduct case studies using reports to decide whether family members fulfill their societal obligations (assessment). The teacher offers feedback on students'



analyses to deepen their understanding on the subject and provides new tasks to enforce the concept [assessment]. To determine the depth of students' understanding on the role of family in society, the teacher gives them a summative essay-based test [evaluation].

Consolidating Learning Experiences

As much as possible, a lecture or teacher-fronted instruction should be avoided during online meetings. Taking into account the limited virtual interaction between teachers and students in relation to usage of free but time-bound online tools and unreliable internet connection, online class or consultation should only be used to consolidate learning and not for lengthy and tedious lectures.

In this primer, consolidation of learning pertains to two processes:

- synthesis of students' learning experiences per lesson or module through online meetings, which are applicable in Fully Online Learning and Blended Learning options
- closure or finality to learning experiences after the students accomplish a series of modules, which may be the case in Offline Learning

Synthesis is an important component in teaching and learning, especially in Fully Online and Blended Learning classes. For an online meeting or consultation, teachers can design engaging tasks to maximize student participation and for them to demonstrate understanding of concepts and skills covered in the learning module. These activities also reinforce skills and knowledge, which may not be fully developed during asynchronous self-paced learning.

Unlike in a physical classroom where students may answer as many questions as they are able, online classes or consultations must be structured and managed to ensure that most, if not all, students are given

In remote teaching, assessment and evaluation might take a different course as paper-and-pen exams and other physical output might be limited or absent at all. This section provides alternative assessment tools to make collection of learning evidence possible.

opportunities to participate. Questions or tasks to be accomplished during an online meeting may be pre-assigned so that the students can prepare their responses before the appointed time. This helps them feel more confident than being confronted with questions impromptu. Likewise, student preparedness can save plenty of time, and online meetings can have more time for presentations and discussions without the lulls of prolonged thinking and the anxiety of being unprepared or unable to answer.

The following are some examples of creative consolidation activities that can actively and effectively bring the students' learning experiences into a coherent whole during an online meeting:

- *pool of questions* – From a set of questions, each learner chooses only one question to answer.
- *star rating questions* – Students choose questions based on degree of difficulty, presented in a five-point scale. The more stars are indicated, the more difficult questions become.
- *visible quiz* – Learners agree or disagree to given questions, either by using reaction buttons, typing answers through the chat box, or showing colored papers.
- *shared summary or analysis* – In groups, learners are given specific pages or text parts in their textbooks or e-books for them to summarize or analyze. Their responses are organized in a common Google Document or



Google Slide, which will be shared on-screen during the online meeting.

- *choice board* – From a selection of simple performance tasks such as a letter, diary, journal entry, poster, riddle, joke, slogan, rap, song or jingle, short news report, among others, each student or pair selects one activity.
- *jigsaw technique* – Students help one another unlock ideas broken into parts like jigsaw puzzles. They will either pick images, colors, or numbers that reveal information once chosen.

Aside from conducting interactive activities to consolidate learning, online meetings can also be utilized for consultation. Students can seek enlightenment on content,

crucial skills and knowledge, or expected outcomes. Teachers can provide individual or group feedback. This can be an opportunity for teachers to integrate value formation and lead the students to draw morals and principles from the learning experiences they have gained.

If an online meeting is not feasible, then consolidation of learning is limited to online submissions and/or collection of output (portfolio). For Offline Learning, portfolios containing physical documents, such as answered worksheets, lecture notes, and projects, are submitted to the teachers on a scheduled date. Sending printed feedback to students in various forms such as descriptive comments and annotated rubrics may provide closure to the lesson or unit.

Creating and Organizing Technology-Based Assessments

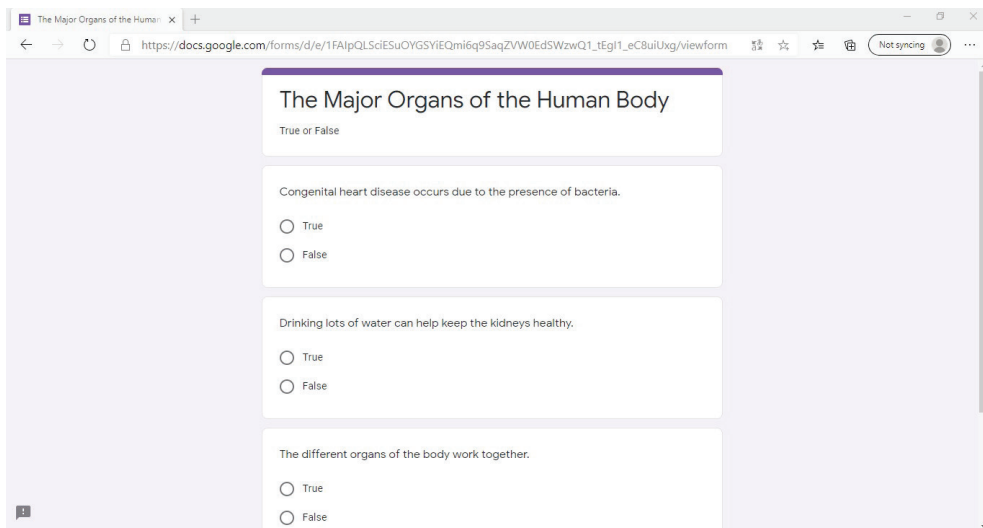
Assessments in a technology-based environment are very different from the usual pen-and-paper exercises. Formative assessments in Flexible Learning need variety because the usual quizzes in notepads and performance tasks, including tangible school projects, may not be done in this learning context. In Flexible Learning, facilitating objective quizzes is usually avoided as the tool or method is open to cheating and will thus be unreliable and invalid. Objective testing may only be used for formative assessment, remediation, or enrichment. Meanwhile, technology brings a whole new experience of doing assessments in a variety of ways and formats. Below are some of the most common assessments done when adopting Flexible Learning Options:

- *case discussions* – using various real-life issues at home or in society to relate concepts discussed;
- *guided research* – providing scaffolded questions to arrive at a hypothesis or to test a theory;
- *photo submission* – showing works, solutions, or other output that may require visualization (diagrams, concept maps, etc.);
- *video making* – demonstrating, simulating, or making any creative visualizations that may involve putting photos together or creating a short clip/movie;
- *ePortfolio* – curating or collecting different digital outputs placed in a cloud storage; and
- *reflective essay* – developing metacognition by correlating topics to personal experiences and other insights.



There are several assessment tools available online that you may utilize to facilitate and organize your assessments. For example, you may use Google Forms as your submission

portal. You may also use cloud storage websites, such as Google Drive or Dropbox, to store and organize your students' output.



If you wish to learn how to use Google Forms, scan the QR codes below.

A yellow rectangular box containing three QR codes. To the left of the first QR code is a red hand icon with the index finger pointing towards it. Below each QR code is a white button with the text "SCAN ME" in black capital letters.

As previously discussed, you may refer to Bloom's Digital Taxonomy for some ideas on the assessment types that you can implement in your flexible learning sessions. For every assessment activity that you will create, keep in mind the importance of providing rubrics for grading. To set expectations effectively before the students begin working on a project or performance task, present the rubrics to them ahead of time. Record your marks clearly in your digital gradebook using Microsoft Excel, Google Sheets, or other available online grading tools. Because of some limitations and differences with access to technology, be considerate and flexible with

deadlines. Provide the students ample time to complete their assessment tasks. Instead of imposing a specific date and time for submission, you may set inclusive dates such as a week or two when students can upload their works online, send them via courier, or drop their learning portfolios in school. Lastly, provide feedback on the students' output in the form of comments and constructive criticisms that validate, clarify, or enforce understanding, thereby making instruction relevant and meaningful. You may also send feedback to their parents or guardians, if necessary.



Phase 5: Evaluating Your Course/Lesson

The last and final stage in the ADDIE Model involves evaluating the effectiveness of the course or lesson. This summative evaluation is usually conducted after the implementation of the course modules. This is similar to the constant review of curriculum, content, and instruction. In Flexible Learning, course evaluation is usually done in three levels: perception, learning, and performance.

At the end of every module in any of the Flexible Learning Options, obtaining feedback on the perceptions of the students about the lessons is critical. Perceptions refer to the degree of satisfaction that students feel after going through a learning module. This level of evaluation will involve their feelings and thoughts about their experiences while using the materials and accomplishing the activities specified in the module.

The next level, which is measuring the learning of the students, goes back to the learning objectives set at the start of the lesson. How much of the learning targets in the module or the syllabus have been attained? The answer to this question gives you information on what competencies to enforce or reteach and provides you with a basis for the facilitation of differentiated

instruction to help both struggling and advanced learners. In the third level, the transfer of newly acquired knowledge is reflected on the students' performance evaluation. This is similar to the evaluation of performance task output that you normally require in class. Students must be able to apply the skills to actual work environments or to any scenarios that they may face anytime and anywhere.

All three levels must be examined thoroughly to obtain data that will guide you in making revisions or improvements in the course modules. You may also look into the entire process of working on the course modules because this has a direct effect on the effectiveness of actual learning guides. The data may also be interpreted to give you some insights on how to improve your instructional strategies and how to use your instructional materials effectively. Instructional designers or subject area coordinators may conduct a needs analysis to provide teachers and students training and support. To do this, a course evaluation report is usually submitted by the faculty at the end of every module. This report is then consolidated and reviewed quarterly or annually.



FAQs on Flexible Learning

What are Flexible Learning Options? Can I offer more than one option to my students?

Flexible Learning Options are the different modalities offered to students that describe how their lessons are delivered remotely. This may be based on the technological resources available, internet speed, communication channels, and their computer skills. In view of such unique learning contexts, schools should make provisions to allow the students to choose more than one modality. Common Flexible Learning Options include fully online (internet-based learning), blended (combined online and face-to-face instruction), or offline (distance) learning.

Is the use of internet necessary in flexible learning?

No. If the students or teachers do not have a steady internet connection, they may opt for an offline learning modality. Teachers may prepare the materials in print or store them in a digital storage device such as a flash drive or a CD-ROM, and then have them delivered to the student's home via courier service or a pick-up/delivery system.

Do I need to use a Learning Management System when doing flexible learning?

The use of the Learning Management System (LMS) is not mandatory, especially in the offline learning mode, as LMS requires internet connection. However, it is beneficial to students and teachers because it organizes the delivery of content, allows communication between them, and facilitates online assessments.

Are printed textbooks still relevant in flexible learning?

Yes. With the use of printed textbooks, teachers and students can save a great amount of time writing modules and doing self-paced learning, respectively. Without a common tangible resource, preparation can be a tedious task for teachers, who not only design learning modules, but also search for relevant content for their instruction. Having standard resources—physical or digital books or a combination of both—establishes common understanding of skills and knowledge to be learned. Bearing in mind the limitations in internet connectivity in the country, printed textbooks remain practical and effective instructional resources to use in home-based learning. Regardless of the type of learning modality being adopted by a school, may it be Fully Online Learning, Blended Learning, or Offline Learning, textbooks remain relevant.

Can I still do differentiated instruction in flexible learning?

Yes, you can still do differentiated learning. In the ADDIE Model of instructional design, the first step is to analyze the different learning styles of your students. Your analysis must guide you in creating the appropriate instructional materials and remote teaching strategies or assessments to be used for certain types of students. You can use the same data to maximize the components in the textbooks or e-books in enforcing skills and knowledge as a whole (all students) or individually (select students).



Can I still use my previous pen-and-paper tests in the different Flexible Learning Options?

In Flexible Learning, migrating your objective type pen-and-paper tests to digital format is not highly suggested. Aside from issues in proctoring, the students can readily access all available resources to find the correct answers in your tests. Therefore, alternative assessment strategies such as reflective essays, case analysis, or other problem-based activities are recommended. Nonetheless, you may still convert your previous quizzes and other formative and summative objective-type tests into online formats (e.g., Google Forms), but they should only be used as non-graded assessments.

Are virtual classes, meetings, or consultations required in Fully Online Learning and Blended Learning options?

Not necessarily. If internet connection is not reliable to launch online classes, meetings, or consultations, then teacher–student interaction is limited to the delivery of learning modules or materials [teacher’s task] and submission of work [student’s task] online. Feedback and consolidation of learning can still be done through LMS, email, messaging, or other applications.

How often should online classes, meetings, or consultations be conducted?

The frequency of online classes, meetings, or consultations depends on your learning modality and scheduling option vis-à-vis the availability of needed technology. If the teachers and students all have reliable

internet connection and have access to basic devices such as a laptop, desktop computer, tablet, or smartphone, then they may meet at least once a week. If internet connection is not very reliable, biweekly online meetings are good enough.

Should online meetings be used for a formal class or instruction?

Not necessarily. Depending on the needs of the learners, online meetings may be used either for formal lessons or consultations. The latter aims to engage teachers and students in dialogues to discuss specific content, clarify learning tasks written in the learning modules, or share feedback. When online meetings are done occasionally, consultations may be more practical than formal lessons.

Will parents have difficulties in teaching their children in a home-based learning approach?

During this unusual time, everyone has a role to play. As the saying goes, “It takes a village to raise a child.” Parents and guardians may only guide their children, especially those in kindergarten and lower primary grades, by explaining directions and assisting them in accomplishing difficult or technical tasks, such as signing up in a videoconferencing application or sending works online, among others. When necessary, parents may also contact teachers to clarify instructions in the learning modules or seek feedback about submitted schoolwork. If teachers design well-organized, comprehensive, and easy-to-follow learning modules, students can perform their tasks with minimal parental supervision.



Recommended References and Free Online Tools for Teachers and Parents

Part 1: Recommended References

- UNESCO's Handbook on Facilitating Flexible Learning During Educational Disruption
- UPOU's Definition of Distance Education and Other Related Concepts Education
- Helping K-12 Schools Transition to Post - COVID Times
- Rapid Transition to Online Learning
- Thinking About Pedagogy in an Unfolding Pandemic
- Emergency Remote Teaching Checklist for K-12 and Higher Education by Quality Matterst
- Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All
- Parents' Guide to Remote Learning by Intel



Part 2: Free Online Tools for Teachers and Parents

Category 1: Productivity Tools

Microsoft Office 365	Free for schools with active school email account (.edu, etc.) Includes free use of Microsoft productivity tools such as Word, Excel, Powerpoint, etc.
Google Suite	Free for all Google Account users Includes free use of Google productivity tools such as Docs, Sheets, Slides, Drive, Classroom, etc.
Apache Open Office	Free productivity tools to use and save in various formats similar to Microsoft and Google productivity tools. (downloadable at https://www.openoffice.org/)

Category 2: Learning Management System

Class Dojo	Pre-K–Grade 6	https://www.classdojo.com/
Edmodo	JHS and SHS	https://www.edmodo.com/
Moodle	Higher Education	https://moodle.org/

Category 3: Free Access Multimedia Libraries

Project Gutenberg	eBooks	https://www.gutenberg.org/
Public Domain Pictures	High resolution, copyright-free images	https://www.publicdomainpictures.net/en/
TedEd	Animations and discussion boards	https://ed.ted.com/educator
Listenwise	Audio podcasts across disciplines	https://listenwise.com/
Twinkl	Teaching resources for all levels	https://www.twinkl.com/



Category 4: Web Conferencing Applications for Synchronous Learning

Zoom	Free and no time limit for schools with active school email account (.edu, etc.)
Google Meet	Free and available in the Google Suite
Skype	Free with any valid email address

Category 5: Multimedia Creation and Editing Tools

Piktochart	Infographics and Powerpoint templates	https://piktochart.com/
Canva for Education	Posters, flyers, graphs	https://www.canva.com/education/
Powtoon	Animations	https://www.powtoon.com/
Animoto	Video editing	https://animoto.com/education/classroom
Anchor	Podcast maker	https://anchor.fm/
EduBlogs	Blog hosting	https://edublogs.org/

Category 6: Assessment and Collaboration Tools

Google Docs/Sheets/Slides	Available with your Google Account
Socrative	https://socrative.com/
Padlet	https://padlet.com/
Mentimeter	https://www.mentimeter.com/
Flipgrid	https://info.flipgrid.com/
Citation Generator	https://www.citationgenerator.com/



Glossary of Online Learning Terms

ADDIE Model. Design framework used as a guide for teachers on formulating instructional materials; involves the five phases of instructional design: analysis, design, development, implementation, and evaluation.

assessment. The process of collecting and reviewing learning evidence to improve students' performance.

asynchronous learning. A setup that relies on electronic technology by which students learn the same lessons at different times, paces, or locations.

Blended Learning. The combination of face-to-face or in-person classroom learning with technology-based instruction.

Bloom's Digital Taxonomy. A modern version of Bloom's Taxonomy that teachers prefer to use for lesson planning; uses a list of verbs that are aligned to various digital activities for implementing Flexible Learning.

connectivity. The capacity for the interconnection of platforms, systems, and applications.

Correspondence Distance Education. A part of offline learning in which learning materials are delivered to the students so that they can work on and master the content at their own time and pace.

courseware. Digital content provided to support a training program.

digital curriculum. The texts, lectures, tests, and multimedia components that are used for instruction; a collection of resources that constitute a complete online course.

distance learning. A method of instruction delivery in which the teachers and students are physically separated and instruction is facilitated with the use of various technologies. Also called *distance education*.

distributed learning. A methodology in which a student's learning is spread across different geographical locations or learning resources.



e-learning. A learning system in which learning content is delivered via a website or an application on a computer, tablet, smartphone, or other digital device to facilitate learning anytime and anywhere.

e-textbook. A textbook in digital form. Also called *e-book*.

evaluation. The process of measuring student performance based on the learning objectives set.

Flexible Learning. A pedagogical approach or a continuum of approaches resulting in a condition where schools exercise authority and teaching and learning are not bound by location, time, and pace and method by which students learn; centralized to one school or institution only and students complete the whole academic year or academic requirements in the same institution.

flipped learning. A type of blended learning approach that allows teachers to deliver instruction to students outside the classroom, usually at home, using online channels, and students to do homework in class with teacher interaction and guidance.

fully online learning. A learning option which involves heavy use of technology; teachers send lesson content or modules using an online communication channel and students send their output through similar means.

home-based schooling. The process by which teachers deliver lessons and activities through various online platforms for students to learn at home.

homeschooling. The process of educating school-aged children at home.

hybrid learning. The method of finding the right combination of online and offline modes of instruction to promote the best experiences for learning.

Internet Service Provider. An organization that provides services for accessing, using, or participating in the internet.

internet. A global-wide network that connects computer systems across the world.



Learning Management System. A software application for the administration, documentation, tracking, reporting, and delivery of electronic educational technology courses or training programs.

learning portal. A website that contains links to all different types of learning and training materials for students and the school; may display upcoming classes, online courses, and programs, among others.

multiple intelligences. The theory by Howard Gardner stating that a student possesses different kinds of intelligences and therefore learns in different ways.

offline learning. A type of remote learning in which the coursework is done without the use of the internet.

online class. A synchronous virtual gathering where a teacher meets his or her students in real time.

online consultation. A nonstructured lesson format that provides an avenue for teachers and students to hold dialogues to clarify learning tasks, address misconceptions, give general feedback, or seek advice on how to accomplish learning targets efficiently.

online course materials. An umbrella term that can refer to texts, syllabi, discussion forums, and other resources made available for students online.

online learning. A type of distance learning in which the coursework is done through the internet in a virtual classroom.

open learning. A student-controlled methodology in which students choose how they want to learn, where they want to learn, or how they want to receive their lessons.

perception. The degree of satisfaction that students feel after going through a learning module.

residential learning. Face-to-face learning.



synchronous learning. A class-paced, instructor-facilitated, fully online set-up that requires all participants to be virtually present at the same time; involves scheduled and timed online tests, virtual classrooms, web-conferencing technology, and interactive, shared whiteboards.

synthesis. The process of consolidating activities and learning in fully online and blended learning classes.

Wi-Fi. A wireless networking technology that uses radio waves to provide wireless high-speed internet and network connections.



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