

Assessment of LET'S FLEX ARRIBA PROGRAM: Basis for Academic Policy and Program Development

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ABSTRACT

This study presents a mixed-method approach that aims to assess the effectiveness of an Online-Elementary Teaching and Learning Delivery Program during the Pandemic: Basis for Academic Policy and Program Development. The respondents of this study are the parents, students, teachers from the Elementary Department of the Colegio de San Juan de Letran-Bataan. Quantitative results showed that the Elements of Content and Context are useful and effective in terms of teaching and learning process in this distance learning modality. However, the Element of Connection got the lowest mean rating among the three categories of respondents. It shows that it needs further attention for the domains of Interactivity, Flexibility, and Scalability, especially on the part of the students. On the other hand, the qualitative results that showed various themes were divided into three parts (1) Pre-Implementation, (2) Actual Implementation, and (3) Post-Implementation. These themes help the researchers to assess the effectiveness of the Let's Flex Program in this distance learning modality in the Elementary Department.

Keywords: *Let's Flex Program, stakeholders, categories, elements, domains,*

INTRODUCTION

The outbreak of the COVID-19 pandemic across the world has overwhelmingly altered almost all aspects of life, including education and the Philippines was no exception. The difficulty of handling the outbreak from spreading more widely has made world leaders develop stringent measures to break the chain of the spread of COVID-19. As a response to the COVID-19 crisis, many countries worldwide closed schools, colleges, and universities to halt the spread of the virus. According to data from UNESCO, the peak in school closures was registered at the beginning of April 2020, when around 1.6 billion learners were affected across 194 countries, accounting for more than 90% of total enrolled learners. In the Philippines, 28,451,212 affected learners from Preschool, Basic Education, and Tertiary levels combined (UNESCO, 2020) were recorded. The sudden closure of schools meant that education policymakers, school principals, and teachers had to find alternatives to face-to-face instruction in order to guarantee children's right to education. Online learning is the only evident response in this time of emergency. It emphasizes internet-based courses offered synchronously and asynchronously. Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chats. Meanwhile, asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach. Some subject matter is designed and displayed on LMS on Moodle, or email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms (Ko & Rossen, 2017; Ogbonna et al., 2019; Papachristos et al., 2010; Sturm

& Quaynor, 2020; Tarman, 2020). Students have access to the teacher synchronously, asynchronously, or both (Hunter & St. Pierre, 2016; Inoue, 2007; Ohlin, 2019; Richardson et al., 2020). Another change is that the involvement of parents with children has become more intense in online learning than in face-to-face learning setup. Parents can assist children in understanding a subject matter that is not understood by the student or not conveyed well by a teacher. Collaboration between teachers and parents in elementary schools is necessary for the implementation of online learning because parents mostly own support hardware such as cellular phones or laptops. Teachers, as the lead of the implementation of online learning, must be able to condition all instructional components. These include instructional methods, media for learning, instructional time usage related to the application utilization, and psychological and social factors that significantly affect teachers' motivation when teaching. Teachers have tasks and responsibilities that are not easily interchangeable when they shift from the face-to-face learning system in the classroom to an online system coupled with online learning experiences that have never been implemented before. A teacher must overcome responsively to all the problems that occur in online learning for learning to continue and for the achievement of the targets set. This study explores the perceptions of primary school teachers of online learning as an impact of the school-from-home setup during the COVID-19 pandemic.

The Philippines, like other countries, ceased the traditional face-face classes from the basic education to tertiary education in a way to stop the transmission of the COVID-19. Subsequently, schools have moved to remote and online learning.

While the rate of change between organizations wasn't consistent, experience can be considered as mutual and comparable. The Colegio de San Juan de Letran-Bataan, one of the catholic schools in Bataan, implemented in the academic year 2020-2021, the program developed by the Colegio de San Juan de Letran-Manila, called the Letran Flex Arriba Program (Let's Flex). The system aims to support all partners in developing the modality for online education. After the school year, the researchers intend to investigate the evaluation of the program in the Basic Education Department of the institution. In addition, the study will describe the insights of the stakeholders with regards to the quality of the teaching and learning process.

THE PRESENT STUDY

Colegio de San Juan de Letran is a recognized private catholic educational institution in the Philippines. Upon the government's directive prohibiting educational institutions to conduct their classes face-to-face, the Colegio proactively responded with a program dubbed as Letran Flex Arriba Program (Let's Flex). Primarily, the program aims to create an inclusive, flexible, and learner-centered online-based education guided by the institution's pursuit to quality education. Specifically, the program has the following objectives:

1. introduce a framework that will serve as a fundamental basis in the observance and use of blended/flexible learning modality;
2. provide a clear-cut, consistent, and appropriate direction in facilitating a more realistic and enhanced instructional delivery through the use of synchronous and asynchronous modes;
3. promote "digital fluency" in translating curriculum to teaching and learning activities and in designing corresponding assessment tools and techniques;
4. create a "Learning Partnership" between and among the students, teachers, and parents towards a better coordination, collaboration and communication necessary in achieving a more productive and effective learning process;
5. offer a dynamic, yet consistent and simplified approach in the choice and use of flexible teaching and learning methods.

The program generally aimed to emphasize the flexibility in the delivery of online-based education. Flexibility covers not only the capability to access learning materials and participate in the learning process. It also includes giving learners the options on how to go through the course by making the framework of the program a 'mix-and-match' approach. Fundamentally, the program has 3 elements: (1) Connection; (2) Content; (3) Context.

The connection primarily pertains to the venue where teaching and learning take place. While learners have options to choose between on-site (or in-campus) or remote, the government restrictions give everyone the sole option to have it remotely. The use of the learning platform facilitates the delivery of remote teaching and learning. The content covers the manner by which

teachers and students are able to interact with one another in order to teach and to learn. Both were given an option to conduct teaching and learning activities via an asynchronous and synchronous approach. Context refers to the decision on the preparation and delivery of the learning materials.

Table 1 presents the functions of the administration, teachers, and learners.

Table 1. Functions of stakeholders in the elements of Let's Flex Arriba Program					
	Elements	Focal of Activity	Administration	Teachers	Learners
1	Connection	Learning Management System (LMS)	Decide on the LMS provider	Setting-up of the LMS	Registration in the LMS
		Delivery of instruction	Develop general guidelines	Calibrate course activities	Assess connectivity
3	Context	Learning Materials	Set-up institutional repository	Conversion of learning materials	Access learning materials

The evaluation of the program, therefore, will focus on these three elements that are translated in their focal activities. This should identify the strengths and opportunities for improvement should there be a need to extend its implementation. In addition, this investigation includes an evaluation of the preparation stage, the actual implementation of the program, and ways forward after the school year 2020-2021.

Connection

One significant and observable change in this process is the transfer of venues from in-campus to virtual classrooms. The Learning Management System (LMS) and other technological innovations are crucial in achieving learning goals (Kebritchi et al., 2017; Xie et al., 2020). The features of the preferred LMS can affect the variation and quality of online learning activities that teachers can choose (Mukhtar et al., 2020). Platforms that allow complex and diverse features for teachers to be creative and innovative in approaching online teaching. To achieve this, Fernández et al. (2011) suggested fundamental characteristics of an e-learning platform.

1. Interactivity – pertains to the user's capability to choose a specific feature of the LMS to achieve a desired goal.
2. Flexibility – pertains to the degree of effort exerted to adapt the system.

3. Scalability – pertains to the accommodation capability of the LMS in terms of the number of users at the time.
4. Standardization – pertains to the provisions to incorporate third party applications or websites to the LMS.

The Colegio uses google suite at its LMS. Aside from the email accounts that carry the institution’s domain, it permits the use of google classroom as a virtual room; google hangout, meet, and chat for communication and teleconference; docs, sheet, and slides for document processing; forms for surveys and tests; gdrive for data storage; keeps and calendar for managing tasks; and site for web development. These features become more salient during the implementation of lockdown and over past months, several improvements have been incorporated such as the raise hand option in the google meet.

Content

Given that online education emphasizes flexibility, the course delivery should give teachers and learners more options for engaging in the learning process. In general, this can be either real-time interaction via teleconferencing (Xie et al., 2020) or on-demand interaction via online messaging. The former is referred to as synchronous, while the latter is referred to as asynchronous. The synchronous approach is similar to the face-to-face approach, except that interaction is limited within the virtual platform. Because these approaches implement course design (Elumalai et al., 2020), this can significantly contribute to the quality of the learner’s experience. Furthermore, the amount of interaction between and among learners and teachers is related to this domain (Sun & Chen, 2016). When a balance is achieved between course performance and peer interaction, the quality of online education can be enhanced. Interaction should not be limited to learner-to-peer-to-teacher interactions, but should also include learner-to-course material interactions. When students have access to recorded discussion videos, it not only promotes flexibility but also encourages further and deeper interaction with the learning materials (Schlesselman, 2020). In illustration 1, the circle connecting them emphasizes the importance of working together to achieve the learning standards.

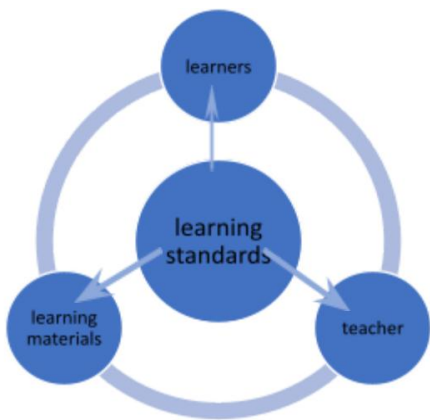


Illustration1. Interaction of among learners, teachers and learning materials

It should also be emphasized that whether online classes are conducted synchronously or asynchronously, the focus should be on meeting learning standards (Kebritchi et al., 2017). The learning standards inform teachers on how to make decisions in class and the preparation of learning materials. As a result, the learners are assessed with the established standards. Furthermore, Blackmon and Major (2012) identified major themes in terms of addressing students’ online learning experiences previously. These are (1) balance of school and life, (2) time management skills, (3) acceptance of personal responsibility, (4) instructors’ (in) accessibility, (5) and connection with peers.

Context

The primary task of educational systems in adapting to online-based education is to digitize their learning materials to allow for web-based interaction. However, digitalization should be a deliberate effort in assessing the features of the LMS and its delivery. Digitalization is commonly associated with the conversion of paper-based (or analog) processes to computer-based processing (Bejinnaru, 2019). A digitalization in education is an assessment of learning outcomes that uses web-based forms. Similar to how recording online discussions digitalizes the transmission of knowledge via an application. It can be both easy and difficult to manage the course because digitalization reduces paperwork, increases productivity, and conserves physical space (Kaur, 2019), but it can also necessitate familiarity with technology (Trust & Whalen, 2020). If not carefully considered, this may be perceived by students as an increase in their workloads (Aristovnik et al., 2020).

Busstra, Veer, Müller, and Hartog (2008) summarized similarities observed in the previous research projects that are aimed at digital learning materials. Initially, digitized materials should have the goal of motivating students to study. It should, in some ways, arouse learners’ interest in acquiring knowledge by paying attention to it; identify its relevance, and instill confidence in them. Second, they must avoid cognitive overload. It focuses on the amount and timing of information provided to students. Despite their simplicity, digital materials can cause cognitive overload when learners are repeatedly given without regard for the learner’s ability to learn on their own (Silverajah & Govindaraj, 2017). Third, digital materials should be capable of encouraging active learning. Thus, an effective digital material allows learners to participate in the learning process and self-learn (Silverajah & Govindaraj, 2017). Finally, whenever possible, digital materials should allow learners to visualize concepts. This emphasizes the inclusion of graphical illustrations and animations, which can aid in the formation of connections between and among abstract concepts.

It is critical to consider the program’s preparation and future directions when evaluating it. The effectiveness of the implementation is proportional to the amount of preparation done. This includes, but is not limited to, infrastructure preparations, policy development, orientations, and the conversion of learning materials to digital format. The impression about the program’s implementation should also be evaluated to improve it further. This will determine how much planning was done in the actual teaching and learning engagement. Finally, stakeholders can make suggestions on how to improve the program in particular. Their suggestions, based on their first-hand

experience, can serve as a direct feedback mechanism for the program, as well as potential actions to improve implementation.

Table 2. Domains to tasks in the implementation of Online Learning

	Pre-implementation	Implementation	Post-implementation
Connection	Selection and training for LMS	Utilization of LMS	Identification of areas for improvement
Content	Crafting of guidelines for online-based learning	Engagement to online-based learning	Upgrade/update of hardware/software
Context	Migration of materials	Uploading and downloading of materials	Revision of materials

METHODOLOGY

This study used concurrent mixed-method approach to evaluate the Let’s Flex Arriba Program of Colegio de San Juan de Letran-Bataan – Elementary Department. The design of this research study involved a simultaneous use of quantitative and qualitative and eventually combined at the end. This mixed-method approach is valuable in gathering or collecting data and the context from which these responses come. In the quantitative aspect, the survey approach was utilized among teachers, parents, and students across all elementary levels. On the other hand, the qualitative method approach utilized individual interviews with randomly selected representatives of each group. In addition, this mixed-method requires simultaneous implementation of gathering and collecting data for the qualitative and quantitative approaches. Thus, in this regard, the cooperation and coordination among the teacher and researchers from different academic levels are very integral.

Sample

This study involved two different groups of representatives, the qualitative and quantitative methods. For the qualitative methods, there were five (5) interviewees from the sample group of students, six (6) from the sample group of parents, and only two (2) interviewees from the sample group of teachers since this is

already the 50% of the total population of the teacher in elementary department. The selection of participants was done using the single-blind approach since participation in this study is entirely voluntary. However, alternate participants were prepared in case the primarily selected participants would withdraw from participating in the study.

Furthermore, since the population for each grade level and sample groups differ from each other, student and teacher samples may have a minimum of 40% of the total possible participants, significantly lower with parent samples. The link of the google survey form was distributed to the academic heads and the teaching personnel for students and parents through their email addresses or any means of communication available. The same with the qualitative method, their participation was voluntary.

Table 1. Approximate minimum number of participants for the two methods

Methods	Students	Parents	Teachers
Quantitative	20	20	2
Qualitative	5	6	2

Instrument

The common areas of evaluation of the program were identified as references for the development of instruments for both qualitative and quantitative designs. The quantitative design employed a google survey form to gather or collect data from the participants. On the other hand, the qualitative design used interview guide questions. The interview was conducted by an external interviewer via google meet with a process observer, who observed the nonverbal cues of the participants. After the data collection, it was transcribed and analyzed by the researchers. In addition, three general instruments were used. First, the evaluation of the degree of preparations made to implement the program; second, the actual implementation highlighting the connection, content, and context; and lastly, the post-program implementation. On top of these measures, the profile (ex. academic and technological) of the participants were obtained. Table 1 indicates the parameter of these elements as essentially necessary in the preparation of the item pool.

Development of Quantitative Measures

A. Item pool

The item pool came from several references, mainly the experiences in conducting and delivering online classes, informal discussions with students and teachers, documents about the Let’s Flex Arriba Program, and empirical reports on the conduct of online classes during the COVID-19 pandemic. Since the evaluation

of the program covered different academic levels, there were general items and specific items for each level. The general items were administered to all participants across academic levels, whereas the specific items were context-specific to a particular academic or grade level. The general items were prepared by the head researchers, while the specific items were generated from the teacher-researchers of the different academic levels.

B. Validation of item pool

The group of experts assessed the initially prepared items in terms of their construct and content validities. This guaranteed that items were in line with how they are associated with a domain, and sufficient items were prepared to measure those domains. This was done by asking the teacher-researchers to rate the questions or statements in terms of their degree of validity. A 5-point Likert scale was used in this strategy. Moreover, they were asked to provide qualitative comments and suggestions on how to improve the items. Mean ratings were used to determine whether to retain, modify, or delete the items.

C. Finalization of the instrument

In the finalization of the instrument, the final version of the instrument is a 4-point likert scale; either a measure of extent of their agreement (strongly agree, agree, disagree, strongly disagree) or frequency response (always, sometimes, seldom, never) depending on the applicability of the item. There are also ranking-items, checklists, and open-ended items to further inquire about a particular domain. The final instrument will be in Google Form.

Table 2: General and specific domains of the qualitative and quantitative instruments

Elements	Operationalization	General Domain	Specific Domains
Pre-implementation	activities conducted to prepare the implementation of the program	Program Development	Needs assessment/consultations Capacity building (both for students and teachers) Information dissemination/orientation
Connection	the venue where online-learning	Learning Management	Interactivity

	education is conducted	ent System	Flexibility Scalability Standardization
Content	the process of delivering the instruction	Online Classes	School-life balance time management skills acceptance of personal responsibility instructors' (in) accessibility and connection with peers.
Context	the assessment if migration from non-digital to digital	Learning Materials	Motivation to study Cognitive overload Active learning Concept visualization
Post-Implementation	identification of areas for improvements	Evaluation and Suggestion	Strengths of the program

Quantitative

Mean and Standard Deviation of Mean Scores per Domain under the three Elements

Domains	Respondent Types					
	Parents		Students		Teachers	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Connection						
Interactivity Score	3.19	0.46	3.21	0.73	4.02	0.33
Flexibility Score	4.1	0.47	3.56	1.32	3.86	0.2
Scalability Score	4.2	0.67	3.45	1.39	3.5	0.71
Standardization Score	4.21	0.48	3.21	1.61	4.17	0.24
Content						
School-Life Balance Score	4.32	0.53	4.44	0.51	3.67	0.47
Time-Management Score	4.27	0.39	4.42	0.42	3.61	0.39
Acceptance of Personal Responsibilities Score	4.29	0.58	4.45	0.63	4.25	0.35
Instructor Accessibility Score	4.52	0.52	4.75	0.43	5	0
Context						
Connection with Peers Score	3.88	0.67	4.02	0.7	4.75	0.35
Motivation to Study Score	4.37	0.51	4.53	0.57	4	0
Cognitive Overload Score	4.35	0.55	4.52	0.56	4	0

Active Learning Score	4.14	0.6	4.23	0.65	3.75	0.35
Concept Visualization Score	4.33	0.58	4.47	0.58	4	0

This table shows the descriptive statistics of the Overall Mean and Standard Deviation per Elements. There are three elements namely the Connection, Content, and Context. Under the Element of Connection are the following; Interactivity, Flexibility, Scalability, and Standardization. The overall mean and standard deviation were based on the three categories of respondents. Under the Element of Connection, the first category, the parents, got three out of four mean ratings of 4 and above with a highest mean rating of 4.20 for the Scalability domain, which means the parents mostly agreed on the domains under the Element of Connection. In addition, the least mean rating for this Element is 3.19 for the Interactivity domain, which shows that this domain needs further attention. For the second category which is the students, it shows that all of the domains under the Element of Connection have mean ratings of below 4, which means this Element needs further attention. Lastly, in the category of the teachers, two out of four got mean ratings of 4 and above with a highest mean rating of 4.17 for the Standardization domain, which means the teachers agreed on the two domains. Moreover, there are two domains with mean ratings of below 4. These are Scalability and Flexibility, which means these two domains need further attention.

The Element of Content includes four domains: School-life Balance, Time-management, Acceptance of Personal Responsibilities, and Instructor Accessibility. In the first category which includes the parents, all the domains have mean ratings of 4 and above with a highest mean rating of 4.52 for the domain of Instructor Accessibility, which means that the parents agreed in all of the domains under the Element of Content. For the second category which includes the students, all the domains have mean ratings of 4 and above with a highest mean rating of 4.75 for the domain of Instructor Accessibility, which means that the students agreed in all of the domains under the Element of Content. Lastly, in the category of teachers, two out of four got mean ratings of 4 and above with a highest mean rating of 5.00 for the domain of Instructors' Accessibility which means the teachers agreed on the two domains. Moreover, there are two domains under the Content that have mean ratings of below 4. These are Time-management and Acceptance of Personal Responsibilities, which means these two domains need further attention.

Also, the Element of Context consists of five domains which are Connection with Peers, Motivation to Study, Cognitive Overload, Active Learning, and Concept Visualizations. In the first category which involves the parents, it shows that four out of five have mean ratings of 4 and above with a highest mean score of 4.37 for the domain of Motivation to Study. It means that the parents agreed mostly on the domains under the Element of Context. In addition, the lowest mean rating is 3.88 for the domain of Connection with Peers, which means this domain needs further

attention. For the second category that includes the students, all of the domains have mean ratings of 4 and above, which means that the students agreed in all of the domains under the Element of Context. Lastly, in the category of the teachers, four out of five have mean ratings of 4 and above with a highest mean rating of 4.75 for the domain Connection with Peers. It means that the teachers agreed mostly on the domains under the Element of Context. In addition, the lowest mean rating is 3.75 for the domain of Active Learning, which means this domain needs further attention.

In general, this table shows that the majority of the mean ratings have 4 and above, which means all the categories of respondents agreed on most domains of each Element. On the other hand, the domains that have a mean rating of below 4 must be given further attention

especially on the Elements of Connection from the students' category. Moreover, the domain for Interactivity has the lowest mean rating from the categories of parents and students. Furthermore, the domains for Flexibility and Scalability have the lowest mean ratings from the categories of students and teachers. This means that three domains need further attention from the Element of Connection.

Qualitative

Upon doing the thematic analysis of the participants' responses, several themes emerged. These themes have three parts: pre-implementation, actual implementation, and post-implementation.

Pre-implementation

As revealed in the one-on-one interviews, the researchers were able to identify three (3) points of concern essential to the pre-implementation of the Let's Flex Program. Consequently, participants mentioned that the Colegio has made necessary efforts to ensure that the stakeholders are prepared and equipped with relevant skills and information as we transition from traditional face-to-face classes to a much-sophisticated flexible teaching and learning modality. The table below summarizes the coded themes as revealed by the responses of the participants.

Involvement of Stakeholders

The Colegio gave importance to the invaluable role of the stakeholders in implementing the Let's Flex program. When asked about the necessary efforts that the Colegio exerts in involving constituent groups in the program, the participants mentioned that they felt that they are an integral part of the process. More importantly, parents provided positive feedback on how the Let's Flex program involves them in the teaching and learning process. Accordingly, the program itself developed a sense of responsibility among them to partake in the academic endeavor of their children.

kapag hindi nya na maintindihan ayun na tinatawag niya na ako na ano ibig sabihin nun and then ini-explain ko sa kanyang mabuti

We still have to guide our kid in using this online you know ..tools to use in the how to access to all these applications.

Kasi diba before, mag enroll ka lang tapos the students will go to school and that's it. This time kasi involve na yung... involve na yung... kailangan na ng huge intervention from the parents

magsasabi siya sa amin na meron syang hindi maintindihan pinapatry niyang ipatranslate sa amin kasi hindi niya alam yung language

On the other hand, teachers and students also mentioned that the Colegio facilitated activities that helped them to get involved in the implementation of the Let's Flex Program. In preparation for it, teachers and other staff of the Colegio understood that the success of the program greatly relies on how they shall execute the strategies included in the new teaching and learning set-up.

Hmm.. yung mga strategy ko lang naman sa kanya yung para kaming naglalaro, yung ini-entertain ko siya para... pero hindi naman siya i ano sa online class

So iyun, yun yung isa sa mga ginawa ng colegio para mainvolve lahat ng tao. Feeling ko nga hindi lang teachers yung pina attend dito nung una e, parang almost staff ng colegio sinama rin sila. Ayun hehe.

Emphasis on Learning Materials for Let' Flex Program

When asked about the essential preparations of the Colegio in this Let's Flex program, the participants provided positive feedback on how the Colegio prepared, distributed, and utilized the learning materials intended for this new teaching and learning modality.

Yung mga books and modules. And then yung weekly material for online and offline class na ipiprint. for printing para sa activity sa homework.

May mga printouts kami na nakukuha namin sa email galing dyan sa Colegio de... sa Letran. Printouts, youtubes videos

So kasi before ako....before kaming mag start ng school year, prepared na lahat ng materials we need para sa online class, so hindi na ako masyadong nahirapan

Okay, ito the materials are very much appreciated. I appreciate Letran Bataan which is very hands on in giving materials on time

So, during asynchronous I already prepare the print out, iprepare ko kasi yung sa weekly activities plan na binibigay ni teacher tel

Trainings and Program Orientation

When asked about the training and orientation attended by the stakeholders before the implementation of the Let's Flex program, the student, teachers, and parent participants revealed positive feedback on how the Colegio assisted them as they slowly geared towards the new educational setup.

Before ng start ng klase nila nag training muna sila kung paano yung online class.

I mean from the start they gave us an overview of this program which is very helpful for the parents actually.

We were provided aaa..initial trainings also on the use... especially the kids.

We attended during the first week of the entire school year, we attended training about the LETS FLEX PROGRAM.

From what I've remember nagkaroon dati ng seminar na kung paano tayo.. we're gonna go about this, tapos the colegio also provided step by step instructions para makapag connect yung parents, especially those hindi naman well verse in technology, ganon.

In addition, the importance of training and orientation is also being highlighted in the study of Hsieh B. (2014). Accordingly, training orientations to the members of an academy are essential in boosting their performance. Moreover, it helps in establishing their roles in an institution. By giving them adequate training in the form of webinars, workshops, and motivational series, the stakeholders gradually grasp the 'new normal' set up thereby contributing to the overall outcomes of the implemented curriculum. It is important to point out that these training and orientations should be done strategically with utmost consideration to time duration, varying levels of competency and the platform to be used. During the interview, such claims are observed by the participants as the Colegio prepares for the Flexible teaching modality. Most of them pointed out that:

Pero ano din naman, provided din naman ng colegio yung step-by-step process, walk through, actually na-appreciate ko yung super detailed nung pagka-describe nung mga steps para di ka maligaw

Hindi siya yung naging broad yung orientation, hinimay himay kung paano yung pag gamit nung meet, paggamit ng mga google suite, yung mga ganyan tsaka ibinigay kasi yung mga bagong features

Siguro pinaka una diyan ay hindi nagkulang ang Colegio na magbigay ng mga webinar kahit na amm.. ganito kakasimula pa lang ng transition natin sa amm.. personal to online

Marami e.. hindi ko na..di ko ma isa-isa yung pangalan nung trainings pero naaalala ko start ng May..April ganyan nagstart nang magbigay ng ganito, hindi lang talagang webinar para sa LETS FLEX diba nandito pa sila sir EJ nun na may pa-seminar pa sila kung paano ba ibalance yung life natin

Inaware din ako kung anong meron dito sa program na to tsaka doon sa orientation malaking tulong para amm...amm.. malaman kung ano yung inclusion nitong program

When it comes to marketing and information dissemination, the Colegio exerts necessary efforts in relaying all essential information to its stakeholders. Right after the lockdown, the teachers and the parents were already informed about the possibility of distance learning. The teachers of the Colegio were already trained in using digital platforms such as google suite and google meets. During the interview, the participants pointed out how the institution manages to disseminate the information relevant to the implementation of the Let's Flex program. They pointed out that:

Through advertisement, I discovered the Colegio de San Juan de Letran's LET'S FLEX PROGRAM.

Napanood ko po at naread ko po ang information about the program.

Nag inquire po ako about the information about sa Let's Flex program

Noong una nga kumbaga natatakot din ako kasi feeling ko pag sumama ako sa webinar na yan hindi ko naman maiintindihan. kung ano nga ba yung information na ibibigay ni Colegio sa atin

Okay naman and yun nga patuloy naman yung pagbibigay ng webinars and informed din naman kasi yung mga heads natin and sa tingin ko hindi rin sila nagkulang na magbigay sa amin ng information kung ano ba yung LETS FLEX and magpaalala sa amin na a ito yung araw na i-coconduct yung webinar na to so yun doon ko unang narinig yung LET'S FLEX, yun

Actual Implementation

When asked about their viewpoints regarding the actual implementation of the Let's Flex Program of the Colegio, the selected participants (teachers, parents, and students) shared positive feedback on how the school maximizes the limitations brought about by the COVID-19 restrictions. During the interview, several themes emerged from the responses of the participants.

Development of Positive Behavior

With the sudden shift to the Let's Flex Program, stakeholders of the Colegio such as teachers and parents had to collaborate to ensure that the students still exhibit positive behavior amidst the distance learning set-up. When asked about the behavior of the students despite this Flexible teaching modality, most of the participants exemplified how their children displayed positive behavior during this new normal setup.

Amm... since marunong naman na syang magbasa lalo sa instruction, pinapabasa ko muna sa kanya yung instruction, pinapaintindi ko... madali naman siyang makaintindi ng instruction

Nakita ko naman na interesado sya mag-aral since nagstart siyang mag-aral talagang interesado naman siya.

Nag-eejoy siya sa mga activities, sa mga classmates niya kahit sa motor lang sila nag-uusap, sa video habang hinhintay si teacher.

Their take home activities is very fun and it is very informative and I know my child is enjoying learning in Letran.

Lalo pag nagsasagot ng homeworks or activities, mga crayons, tuwang-tuwa siya doon sa mga coloring niya.

Adequate Learning Materials

When asked about the contents of the learning materials used during the Let's Flex Program, the participants provided positive feedback on how adequate and inclusive the contents of the materials are.

Amm.. yung mga materials naman na ginagamit by each subject, amm... ano naman siya yung nasa tamang ano lang talaga , yung madaling maintindihan

mas madaling maintindihan ng mga bata yung, kapag gumagamit ng mga ganyan, gumagamit pa ng ibang materials.

the organization of the materials, you know, the way they present it to achieve the stated goals, I think they are very very good,

Sabi ko nga talagang saludo ako kasi ilang school na yung napag-aralan ng anak ko, yung pagkayari ng fourth quarter diba binabalik yung libro, parang nalulungkot ka kasi parang itong libro ng anak ko pwede pang gamitin sa isang taon

lahat naman po ng lessons niya nasa books and yung mga modules complete naman siya lahat ng kailangan namin sa activities nandoon naman sa books

Amm.. ano po... yung mga seatwork po, yung mga seatwork po.. na.. sa mga modules po, kunwari ganon.. nakaka.. nakaka ano naman po, nakaka understand naman po yung mga topic tsaka ano.. ganon po.

Kasi yung module ko ay mas easier kaysa sa book kasi kaunti lang po yung pages at yung sa book

madami...at pwede ko po i-search sa book ang mga answer na nakikita ko.

Accessibility and Innovation of Learning Management Systems

As the education system gradually shifted to flexible teaching modality, the use of the Learning Management System (LMS) has now become a critical tool for nearly all educational institutions not only in the country but also for others. Therefore, the Colegio adapts the Let's Flex Program, teachers, parents, and students learn to adapt to the demands of the new modality, especially in operating digital tools relevant to teaching and learning. In the cases of the teacher participants, they believed that the exact features of LMS would not be sufficient enough to deliver engaging lessons. They have to innovate the platform with the use of third-party applications like YouTube and Social Media applications. Surprisingly, most of the participants provided favorable responses when it comes to the use of these features.

Sa paggamit ng third party applications and platforms lalo na yung youtube, madali kasing maka adapt yung mga bata. Diba, may study nga akong nabasa na kapag ang mga bata nabasa, narinig at nakita nila mas madali silang nakaka adapt, mas madali nilang maintindihan.

Two thumbs up ako doon sa mga lesson na nag iintegrate ng mga... kung saan merong mga video sa youtube na pwede nilang panoorin pwedeng synchronous o asynchronous kasi nakaka boost ng pag-aaral ng bata yun e

Kasi po..mas madali po siya at ano.. pwede niyo pong panoorin yung link na binigay sayo na ipapanood niyo po... e..kahit paulit ulit po para mas madali po tsaka ma-ano yung ano..

ang laking tulong din ni messenger pag dating doon kasi sa email medyo matagal ang.. ang.. pagdating ng message, pero kapag kay messenger madali yung communication

Ayan.. amm... hmmm. sa akin okay siya, effective siya, at madali siyang gamitin kasi sabi ko nga kanina yung mga bata ganito yung gusto nila, ganito yung mga gusto nila na hindi lang mga powerpoint ayan katulad dito nakalagay sa questions na you can also use the youtube, jamboard, kahoot or online classroom games and okay sila

Meanwhile, since the beginning of the Let's Flex Program, the Colegio has adapted Google applications as the main digital platform for teaching and learning. Features of Google like Google

meet, sheets, documents, slides, and suite were of great help in delivering lessons to the students. When it comes to the accessibility of these platforms, most of the participants pointed out that the features of these applications are easy to understand and user-friendly. With only minimal training and digital competency, parents, teachers, and students found it easy to navigate through these digital tools.

10 over 10 yung paggamit ng google classroom kasi at early age mga 5 to 6 years old lang kasi yung sa kindergarten, pero kahit sila lang napaka user friendly ng paggamit ng google classroom

So, para sa akin using the LMS madaling na adapt.. madaling na adapt ng mga bata at the same time nagkaroon sila nang advance idea kung paano gamitin tong mga platforms

very useful siya kasi very accessible siya, dahil may google classroom tayo no need to scramble of where to go kapag may online class

Ah, it's very practical like yung mga quizzes namin sa computer naka google form siya, so nafefeel niya talagang nagtetest siya. So, it sets the mood,

nandoon na po lahat ng kailangan niyong sagutan, kasi..hindi na.. minsan po sasabihin rin po ng teacher tsaka nakakatulong po kapag..sa pag lelesson ganon po.

ang laking tulong din ni messenger pag dating doon kasi sa email medyo matagal ang.. ang.. pagdating ng message, pero kapag kay messenger madali yung communication

Scheduling and Time Management

In the Let's Flex Program of the Colegio, students need to accomplish two modes of learning, which are asynchronous and synchronous classes. In most courses, synchronous sessions take up 30% of the total number of learning hours in a week. This is where teachers hold their scheduled class sessions using Google meet. On the other hand, asynchronous sessions allow students to manage their own time in accomplishing the weekly tasks of their courses. This generally comprises 70% of their total learning hours in a week. Consequently, Let's Flex Program allows students, teachers, and parents to have the responsibility of managing their time in accomplishing weekly tasks.

When asked about the time management induced by the 'new normal' set-up, the participants gave favorable responses on how the Colegio gave them time to balance work, life, and academic matters.

Amm..kasi ako okay sakin yung time na allotted ng Letran Bataan, at least 40 minutes lang per subject with 15 minutes break

okay po yun sa akin kasi nababalanse ng bata yung time within the family... time sa family members, time makapaglaro at the same time, time makapag-aral.

yung oras hindi naman katulad sa ibang school na naprepresure yung bata at yung nanay sa pagsagot ng modules, sa pag sauli ng modules

Madami kasi kaming time together e, we have time to play , we have time for study.. aa.. proper time management lang siguro.

So, yung mga other activities naman niya, yung extra curricular activities naman niya, may time naman kung ano yung gusto niyang gawin.

Ayun, so just like what I said before, we tried na talagang i fixed namin yung schedule niya ng oh at this time we learn kasi kapag yung schedule all over the place hindi siya masyado nakaka focus e.

Reinforcement of Learning through Contextualized Approach

When asked about the courses in the 'Let's Flex Program', the participants mentioned that learning is indeed reinforced to proper contextualization of the lessons. Teachers and parents work collaboratively in ensuring that the students understand the lesson and be able to translate it to various situations in life.

Ang nakakatuwa kasi dito yung naexperienced ni Anna even the spiritual and holistic ng buhay niya, so kapag nagsasagot siya doon sa Arete book na-aapply yun

Kasi po may activity parang mag gagawa ka ng puppet at yung chinoose (choose) ko ay yung story ng pinya kasi wala po akong maisip na kahit ano..na kaya ko mag draw.

Amm.. ano po ini.. pag nag eexam po, nag e-example po si teacher mas naiintindihan ko

u-understand ko po kasi tinuturo po sa akin ni teacher kung paano. Yung division..ano po.. sinabi po niya na mag gu-group ka ng mga..kung four groups, tapos ika-ccount mo kung how many groups are..na four apples, ikaka-count mo po yun tapos iyun na po yung sagot.

Ayun nga, just like what I have mentioned before, at first, talagang we feel like we really loaded pero ngayon naman it's very enough para mai-reinforced namin yung lessons na itinuro ni teacher during class.

I think there are instructions that were a little fussy or the pages that were given were not correct so we need to clarify it but basically the teachers were all very responsive and answered it right away

Post-Implementation

Improved Policies

When asked about the possible improvements of the Let's Flex Program, the participants mentioned some important suggestions about how the Colegio may effectively implement the new teaching and learning modality. Some feedback of the participants includes the improvement on time allotment.

Maybe a little bit more, maybe instead of just an hour, in one subject we can do it twice a week if that's possible

Kasi ang nakikita lang namin medyo ang problema doon ay yung time, ang haba nung time ng break time nila, but the rest naman okay naman sa amin lahat e

During the interview, some participants observed that most of the students have more time allotted for their other activities instead of focusing on

academics. Some of them suggested that the Colegio should consider allocating more time on synchronous sessions for the students to focus more on improving their studies.

Another point of concern among the participants is the wearing of uniforms. Some of the participants pointed out the importance of wearing uniforms during synchronous sessions. According to them, learning can be reinforced if the students feel like they are students, especially during synchronous classes.

Sa tingin ko mas nai-internalized nila ng mas mabuti ang pag attend ng online class kapag naka unifrom sila. Mas mafe-feel nila yung mga oras na sa oras na yun student na student sila,

I don't think kung ito ay masasabi kong improvement para sa LETS FLEX PROGRAM, ang masa-suggest ko sana yung pagkakaroon ng... kasi in other school nakikita ko sila kapag uma-attend sila ng online class naka uniform sila, kahit siguro yung pang P.E na uniform

Other policies suggested by some of the participants are the use of some sort of controller to navigate through the features of google meet. A parent-participant mentioned in the interview that *I think there should be a sort of control from the presenter. You know in order to control the exchanges of ideas*

With respect to exchange of ideas, a parent participant commended the way teachers present the lessons. This through the constant eye to eye contact even though classes are delivered online. This could help boost the clarity and integrity of the lessons delivered to students.

It's having the.. you know, sort of like an eye to eye contact with the teacher even though it's online.

Inclusive Teaching and Learning Approach

Participants were tasked to elaborate on the points of concern that they have upon the implementation of the Let's Flex Program of the Colegio. Some of their feedback sums up a proper inclusive teaching and learning approach. Most of the participants pointed out that even though teaching and learning are done remotely, the program does not fail to involve everyone including parents and staff in the teaching and learning process. As a result, the Let's Flex Program was able to build a community among its stakeholders where they can work collaboratively, share ideas, and develop a positive outlook in this 'new normal' setup.

Kailangan talaga ini-involve yung lahat kasi hindi din naman kasi... aaa... parang ang unfair kung

one sided lang yung makikita natin dito sa program e diba o sa isang specific na program

Yun yung kagandahan dito, amm... lahat ini-involve hindi lang kay teacher, hindi lang pabor lahat kay teacher yung..yung.. program e pati kay student, pati kay employee or kung sino man, ayun po.

Tapos aa... ayun ang pinakamalaking strength niya na naisip ko is yung community, yung mga teachers very easy silang i-reach out, fast silang mag respond.

cater doon sa mga na experience ng mga teacher or students yung kailangan nating i-improved. Kasi ako.. mamaya kasi may naeexperienced din na di maganda yung ibang teacher o yung ibang students,

When it comes to catering the needs of the students, members of the academe tend to become responsive to the academic needs of the students. Teachers and parents find it more interesting that they can fully enjoy the services offered by the Colegio amid this Flexible teaching modality.

Pagintindi doon sa mga amm.. sa mga kailangan i-consider. So yun yung I think na strength niya

Talagang whenever the parents needed help talagang nandoon yung teachers para matuto yung kids nandoon agad sila to guide, yun to provide ayun nga yung inputs nila

Yung pag informed sa amin na kung ano ba yung materials na pwede naming gamitin..kasi lalo na noong una, noong unang una syempre wala kang idea

Flexible Teaching Program

Let's Flex Program allows the opportunity for the teachers, parents, and students to balance their work, life, and academic matters. Learning has been made readily available and accessible through modular instruction. One thing that the participants pointed out in the interview was that they were able to enjoy the leisure of their life while they were engaged in the actual teaching

and learning process. Information can be accessed through learning materials such as modules, videos, and links provided by the teachers. These supplementary materials enable students to learn more independently in the comfort of their homes.

Kahit nasaang lugar kami pwede kami pumasok kapag may class sila, magagawa nila yung mga tasks nila kahit nasaan sila

Yun, at the top of my head syempre yung flexibility since lahat naman ng needs ng students or concerns ng teachers and parents lahat na ko-consider

Ano naman po amm... na learn ko din po ang lesson kahit nasa bahay. Natuto po kami kahit nasa bahay lang po.

Mas nadagdagan yung knowledge ko and I think that's the one strength na nakita ko doon sa program na yun and dahil doon hindi ako nahirapan kumbaga na makapagturo sa mga bata

Updating Program Competencies

As the institution shifted to a flexible teaching modality, the competencies of the members of the academe need to be updated as students of this generation are more accustomed to the features of the digital age. They can easily navigate to and from different online platforms. Answers to basic questions can be readily accessed through various web links. This calls for a constructivist approach as materials and instruction should cater to a higher order of thinking, such as application, evaluation, and critical thinking.

When asked about the possible challenge that the participants encountered in the implementation of the Let's Flex Program, they mentioned the importance of updating instruction and materials for teaching and learning.

Mas familiarize yung mga bata sa technology sa paggamit ng iba't ibang platforms sa paggamit ng google classroom, sa paggamit ng google meet link, sa paggamit ng third party applications yung paggamit ng youtube,

Yung mga updated na mga learning materials, continue to share lang po. And then, for sure naman po updated naman po lahat sa mga new materials.. ayun po yung mga updated na mga materials

Kagaya po sa mga seminar na mga ina-attendan, siguro po continue lang po yung mga ganun, basta continue lang po, ayun po. Continue lang po yung pagkakaroon ng maayos na pagtuturo.

Kasi kapag na-utilize natin fully yung google classroom talagang yung community and the kids helping each other, that adds a little bit ...

CONCLUSION

Based on the statistical analysis of the data gathered from the overall mean rating and standard deviation per domain under the three Elements (1) Connection, (2) Content, and (3) Context, the results conclude that the Let's Flex Program for the Elementary has favorable feedback from the stakeholders. The results show that the Elements of Content and Context are useful and effective in terms of teaching and learning process in this distance learning modality. However, the Element of Connection got the lowest mean rating among the three categories of respondents. It shows that it needs further attention for the domains of Interactivity, Flexibility, and Scalability especially on the part of the students. Therefore, the result from the quantitative analysis of the Let's Flex Program showed that two out of three Elements which are the Content and Context were executed properly during the first implementation of this distance learning modality.

In the results of the thematic analysis, various themes emerged. These themes were divided into three parts (1) Pre-implementation, (2) Actual Implementation, and (3) Post-Implementation. For the Pre-Implementation, three themes emerged, the first theme is the Involvement of Stakeholders. The Colegio exerts effort in involving essential constituent groups in the program, the participants mentioned the fact that they felt that they are an integral part of the process. More importantly, parents provided positive feedback on how the Let's Flex program involves them in the teaching and learning process. Moreover, the stakeholders also mentioned that the Colegio facilitated activities that helped them to get involved in the implementation of the Let's Flex Program. The second theme that emerged under the Pre-Implementation is Emphasis on Learning Materials in which the participants provided positive feedback on how the Colegio prepared, distributed, and utilized the learning materials intended for this new teaching and learning modality. Lastly, in the theme Training and Program Orientation, the stakeholders revealed positive feedback on how the Colegio assisted them as they slowly geared towards the new educational setup. By giving them adequate training in the form of webinars, workshops, and motivational series, the stakeholders gradually grasped the 'new

normal' set-up thereby contributing to the overall outcomes of the implemented curriculum. In addition, in terms of the information dissemination about the Let's Flex Program, the stakeholders pointed out that the institution manages to disseminate the information relevant to the implementation of the Let's Flex program.

For the Actual Implementation of the Let's Flex Program, five themes emerged. The first theme is Development of Positive Behavior, the stakeholders like teachers and parents ought to work collaboratively to ensure that the students still display positive behavior like being honest, responsible, and independent even in this distance learning set-up. Hence, in terms of the behavior of the students amid this Flexible teaching modality, most of the participants exemplified that their children displayed positive behavior during this new normal setup. The second theme that emerged is Adequate Learning Materials. The participants highlighted that the content of the learning materials is adequate and inclusive for the students. The third theme that emerged is Accessibility and Innovation of Learning Management Systems. Most of the participants provided favorable responses when it comes to the use of the features of LMS. However, the teacher participants believed that the exact features of LMS would not be sufficient to deliver engaging lessons. They have to innovate the platform with the use of third-party applications like YouTube and Social Media applications to make the lessons more engaging and interesting. The fourth theme that emerged is Scheduling and Time Management. The Let's Flex Program allows students, teachers, and parents to have the responsibility of managing their time in accomplishing weekly tasks. Therefore, the participants gave favorable responses on how the Colegio gave them time to balance work, life, and academic matters. The last theme that emerged from the thematic analysis under the Actual Implementation is Reinforcement of Learning through Contextualized Approach. When asked about the courses in Let's Flex Program, the participants mentioned that learning is indeed reinforced to proper contextualization of the lessons. Teachers and parents work collaboratively in ensuring that the students can understand the lesson and translate it to various situations in life.

For the Post-Implementation of the Let's Flex Program, four themes emerged. The first theme under the Post-Implementation is Improved Policies. According to the thematic analysis, the participants suggested that (1) the Colegio should include the improvement on time allotment because some participants observed that most of the students are having more time allotted for their other activities instead of focusing on academics. Moreover, the participants suggested that the Colegio should consider allocating more time to synchronous sessions for the students to focus more on improving their studies. (2) Another concern among the participants is the wearing of uniforms. Some of the participants emphasized the importance of wearing uniforms during synchronous sessions. According to them, learning can be reinforced if the students feel like they are students, especially during synchronous classes. Furthermore, some participants suggested that (3) the presenters must have the control button to navigate the features of google meet to control the exchanges of ideas. On the other hand, a parent participant commended the way teachers present the lessons. This is through constant eye-to-eye contact even though classes are delivered online. This could help

boost the clarity and integrity of the lessons delivered to students. The second theme that emerged under the Post-Implementation is the Inclusive Teaching and Learning Approach. Based on the analysis, most of the participants pointed out that even though teaching and learning are done remotely, the program does not fail to involve everyone including parents and staff in the teaching and learning process. As a result, the Let's Flex Program was able to build a community among its stakeholders where they can work collaboratively, share ideas and develop a positive outlook in this 'new normal' setup. Moreover, when it comes to catering to the needs of the students, the members of the academe tend to become responsive to the academic needs of the students. Teachers and parents find it more interesting than they can fully enjoy the services offered by the Colegio amid this Flexible teaching modality. The third theme that emerged under the Post-Implementation is the Flexible Teaching Program. Let's Flex Program allows an opportunity for the teachers, parents, and students to balance their work, life, and academic matters. Learning has been made readily available and accessible through modular instruction. One thing that the participants pointed out in the interview is that they were able to enjoy leisure time while they were engaged in the actual teaching and learning process. The information is accessible through learning materials such as modules, videos, and links provided by the teachers. These supplementary materials enable students to learn more independently in the comfort of their homes. The last theme that emerged under the Post-Implementation is Updating Program Competencies. As the institution shifted to a flexible teaching modality, the competencies of the members of the academe need to be updated as students of this generation are more accustomed to the features of the digital age. They can easily navigate to and from different online platforms. The answers to basic questions can be readily accessed through various web links. When asked about the possible challenge that Let's Flex Program may encounter, participants mentioned the importance of updating instruction and materials for teaching and learning.

Therefore, the researchers conclude that both quantitative and qualitative analysis showed that the implementation of the Let's Flex Program by the Colegio has been conducted and executed effectively in this time of distance learning modality.

RECOMMENDATIONS

Based on the conclusion drawn from the study, the researchers recommend the following:

1. The Colegio can provide various orientations and training for the stakeholders, specifically for the parents and students of the Elementary department in maximizing the use of Learning Management Systems (LMS) especially in terms of Interactivity, Flexibility, and Scalability of the LMS.
2. The Colegio can have further study about the wearing of uniforms of the Elementary pupils during synchronous class and allot more time for the students' synchronous classes per the DepEd order.
3. The Colegio can adapt applications that will provide the presenters and/ or the teachers with the control set to

navigate the features of Google meet to control exchanges of ideas during synchronous classes.

4. Since updating competencies is essential for teaching and learning, the Colegio can continue to improve and update the instruction and learning materials of the Let's Flex Program in this distance learning modality.
5. Since the Let's Flex Program in the Elementary department is effective in most parts, this program can be modified and continued in the succeeding years.

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