

Readiness in Adopting a Blended Learning Approach in Science: Challenges Encountered and Breakthroughs

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Abstract

The aim of this research was to determine the teachers' and students' readiness on blended learning. Also, the struggles encountered by the teachers as well their best practices in the blended learning modalities were identified. To attain the level of readiness of the students and teachers to the new normal educational learning methods, an adopted but modified survey instrument was used. To determine the personal experiential accounts on the challenges and difficulties encountered under the new normal educational learning modalities and their breakthroughs or good practices in providing solutions, open-ended questionnaire was employed. Data revealed that the most available gadget of the respondents was mobile phone while the least was desktop computer. The level of readiness of the teachers and students in blended learning modalities was generally high. Among the six dimension of readiness, only online learning scored low for both teachers and students. Teachers most common difficulties encountered in blended learning were unstable internet connectivity, insufficient time to prepare learning materials, captivating students' focus in learning, and difficulty in addressing individual needs of their learners. The most common worst experiences they had were the following: online engagement thru chats, teaching problem-solving skills online, unavailability of materials for the experiment, and the academic dishonesty of the students. From the difficulties that the teachers have encountered, all of them looked for better internet service provider, trained themselves how to do the recording for the video lessons using online resources or through departmental tutorials, used alternative household materials for the experiment, and consistent online interaction to the learners thru personal chats via messenger and text as well as sent emails. For them, the best practices that are worth sustaining are preparation of pre-recorded video lessons and the extensive use of the features of the SMU LMS. As an output of this study, recommendations towards an enhanced blended learning thru the SMLP features in teaching and learning science were provided.

Keywords: Blended Learning, Readiness, Science, Challenges Encountered, Breakthroughs

Introduction

Today's emerging situations has led schools to move from traditional face-to-face classrooms to the new online classrooms. The transition to online teaching and learning challenges the expectations and roles of both teachers and learners. According to Redman (2011), this shift in education offers new opportunities but also new challenges to all the members of the teaching and learning process.

The Philippines' educational system has already been experiencing various challenges in the past 8 years since its sudden shift from the Basic Curriculum Education to the K-12 Curriculum when it is put into another level and dimension of a more challenging technology-based teaching and learning process brought forth by the Covid-19 pandemic.

This forced schools to shift their courses to online learning and that has been very challenging. With this new reality, educators all over the world have an opportunity to re-think about how education is to be delivered to succeed. Despite the technological advancements, educators still largely favour the

traditional face-to-face approach. As technology becomes an integral part of our daily lives, it is hard to imagine that it will not have a dominant role in our education system. In emergent situations like the Covid-19 pandemic, educators must totally embrace educational technology and online learning (Obama, 2020).

Secretary Leonor Briones of the Department of Education (DepEd) emphasized that the Philippines has been using online instruction for decades already, citing the University of the Philippines as one of the schools which specializes in distance education for the longest time and those who take up education and study education are already exposed to this distance and blended learning (Custodio, 2020). Thus, it is clearly pointed out that education must be delivered and sustained in any circumstances we are facing and in every possible way with respect to the learners' needs and conditions.

Although this inevitable phenomenon has shaken schools unprepared for the unforeseen change, it promoted ingenious ideas of how educators must continue and sustain the teaching and learning process for all students who in fact have different learning

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