



FEEDBACK ON THE DRY RUN OF THE OPENING OF CLASSES: A BASIS FOR THE IMPROVEMENT OF THE PROCESS FLOW OF THE MODULAR DISTANCE LEARNING OF MUZON ELEMENTARY SCHOOL IN THE NEW NORMAL

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ABSTRACT

This action research implemented gives a background on PAKANAN or Paaralang Kaagapay ang Tahanan, the School Learning Continuity Plan in response to pandemic of Muzon Elementary School, Muzon I, Alitagtag, Batangas which focused on the implementation of the Modular Distance Learning. In line with this, a dry-run of the opening of classes was conducted which was utilized by the proponent in conducting this research.

Specifically, the study described the results of the generated feedback of parents or guardians on the conduct of the dry-run of the opening of classes for the School Year 2020-2021 of the abovementioned school. The study used descriptive-quantitative method of research with the 67 parents or guardians of incoming Grade 2 learners as participants. The results of this research included the consolidated responses from the Feedback Form of Parent on Modular Distance Learning in relation to the simulation of the opening of classes. From the findings, an action plan was crafted to address the gray areas of the dry-run which was the basis of the improvement of the processes in the implementation of the preferred learning delivery modality of the school.

Thus, it was reflected on this research that the results of the survey greatly helped the school to effectively implement the Modular Distance Learning. Through this, improved activities or process flow on the conduct of the Modular Distance Learning was developed alongside the mentioned action plan which became the guide of Muzon Elementary School in the formal opening for the School Year 2020-2021. The enhanced process flow became contributory also to the full blast implementation of PAKANAN as the school's learning

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continuity plan to establish its goal of no child will be left behind in the New Normal of Education.

Keywords: *dry-run, Learning Continuity Plan, Modular Distance Learning, feedback, process flow*

CONTEXT AND RATIONALE

It is highlighted in the DepEd Order No. 12, s. 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency signed by Department of Education (DepEd) Secretary, Leonor M. Briones, that the department stands to ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners. This issuance also emphasizes that we should consider the safe return of teaching and nonteaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the higher authorities.

To adapt with the said issuance or mandate, schools in the country crafted their School Learning Continuity Plan to effectively implement continuity of the school year with health and precautionary measures which Muzon Elementary School did as part of its commitment to link its plan to pivot to quality of education in the new normal and even in future endeavours.

In the realization of the School Learning Continuity Plan, Muzon ES contextualized the principles especially its essential considerations as underscored in the DepEd Order No. 12 s. 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 In Light of the COVID-19 Public Health Emergency. This school has come up with PAKANAN of this School LCP which stands for Paaralang Kaagapay angTahanan can be connected to its English translation of "going to the right"(papunta sa kanan) since the school wants to make an assurance that while we are taking steps to implement this plan, we are taking the right decisions and directing into the right path for our learners' welfare. PAKANAN

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will realize the goal of the school to respond to the effort of DepEd in the preparation of the continuation of learning in the New Normal amid pandemic with the support of the community especially each of the family of our learners focusing on the implementation of the Modular Distance Learning.

To identify the further improvement of the plan, the school was able to implement the simulation or dry-run of the opening of classes particularly the Modular Distance Learning. With the feedback form that served as the monitoring tool of the said activity, the school collated the data and results were generated purposively for this study to occur.

Hence, this action research was undertaken in order to analyze the results of the simulation activities conducted which became useful in the adjustments on the process flow of the learning delivery modality of the school. This paper focused on the utilizing the results of the consolidation of feedback forms answered by the parents or guardians themselves which can also be helpful in coming up with a concrete action plan to serve as guide for the school year.

INNOVATION, INTERVENTION AND STRATEGY

As reflected in this action research, the proponent utilized the concept of conduct of dry-run of the opening of classes which focused on the implementation of the preferred learning delivery modality of the school which is the Modular Distance Learning. This is the innovation utilized by the as well as the school is a simulation of what is going to happen in the opening of classes in the new normal covering the Grade 2 learners of Muzon Elementary School, Muzon I, Alitagtag, Batangas.

In this action research and as used in the employment of such innovation which is the dry-run of the opening of classes itself, dry-run is described or characterized as a testing process where the effects of a possible failure are intentionally mitigated. As mentioned in the previous statement, dry-run is a simulation of activities to give an overview of the implementation of the plan and expected to have results for possible adjustments. In this research, data from the feedback of parents on the conduct of the dry-run of the opening of

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classes became significant in the action plan which serves as one of the interventions as an output.

On the other hand, this innovation which is the dry-run of the opening of classes or the simulation activities, somehow validated the formulated plan of the school in the continuity of learning which is the Learning Continuity Plan or LCP. A continuity of learning plan or education continuity plan for emergency learning and teaching is slightly different. It is focused on the transitions of students from one type of learning to another as their learning context rapidly changes. Continuity of learning plans do not only involve the technologies the school will use to continue teaching, but also considers how the students will return to campus after the emergency ends.

In the case of Muzon Elementary School, Modular Distance Learning is the preferred learning delivery modality for the school year in which the feedback of the parents utilized in this research was the focus. Modular Distance Learning features individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable to the learner. Learners under Modular Distance Learning can also use other resources such as Learner's Materials, textbooks, activity sheets, study guides, and other study materials (Malaya, 2020).

On the other hand, part of this study was the employment of intervention and strategy in the dry-run activities in which challenges were addressed through communication to parents. Even in the generation of responses using the feedback form crafted by the school, parents responded through accomplishing the printed format of the said tool and those with the capacity to respond through online, google form was utilized. In the said feedback generated from parents, online platforms were used to communicate the processes of the dry-run. Feedback is the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source.

Meanwhile, this action research was able to help the proponent to come up with an improved process flow of modular distance learning to be implemented by the school.

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Process flow is described to present the step by step activities to be undertaken in relation to what is being implemented so that there is effective and efficient use of resources.

Action Research Questions

This action research aimed to utilize the feedback of parents or guardians on the conduct of the dry-run of the opening of classes to improve the process flow of the conduct of the Modular Distance Learning in Muzon Elementary School.

Specifically, the following questions were answered based on the feedback of the parents and guardians themselves:

1. What is the perception of the parents or guardians in terms of the following:
 - a. Distribution of learning materials?
 - b. Teaching-learning process at home?
 - c. Retrieval of the materials?
2. What are the problems met by the parents during the dry-run of the opening of classes?
3. What are the recommendations based on the findings to improve the process flow of the modular distance learning?

Action Research Methods:

The researcher used the descriptive design in this study particularly descriptive-survey method. Best and Kahn (2003) mentioned that this uses quantitative method to describe and interpret what is. This is also a recording, analyzing and interpreting conditions that exist. Some forms of statistical analysis are used to describe the results of the study.

In this study, the use of descriptive-survey research mainly helped in the description of the innovation used by the proponent which is the feedback on the dry run of the opening of classes. The method suited the nature of this research since it deals on the measurement of the perception or feedback of parents on the dry-run of the opening of classes with regard to Modular Distance Learning Implementation.

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a. Participants and/or Other Sources of Data and Information

The participants to this study were the parents or guardians of the incoming Grade 2 learners catered by the school which is being handled by the proponent. There were 67 parents and guardians of the learners in Grade 2. Their responses in the feedback form were considered as the primary source of data used in this study.

b. Data Gathering Methods

The feedback form on the dry run of the opening of classes was the data gathering instrument utilized by the proponent in this study. It was designed by the proponent for him to gather significant data and information needed in this work.

The first strategy the proponent did was the communication of the feedback form to the parents. During the orientation of the participants in the dry-run activities, the parents or guardians were instructed to answer the feedback form included during the distribution of learning materials after they finished the teaching-learning process at home and be returned together with the retrieval of the learning materials at the end of the week. The said orientation was done through virtual meeting.

The second strategy used was intended for those parents or guardians who have the capacity to answer the feedback form in a google format since they have the available technology at home. The google forms similar to the printed feedback form were sent to some parents through a link and were answered too in the last day of the week.

During the retrieval of the accomplished learning modules, answered feedback forms as well as the online responses were also returned to the school. With the help of the Grade 2 class advisers, the proponent gathered and consolidated the feedback.

c. Data Analysis

The proponent used the basic statistical tools for data processing in order for him to arrive at accurate interpretations of results. Such tools include frequency and percentage pertaining to the number of parents or guardians who served as the participants.

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The responses particularly the frequency were tallied, analyzed and transformed into percent by the researcher.

I. Discussion of Results and Reflection

The following are the results and the reflection elicited from the conduct of the study.

1. Perception of the parents or guardians in terms of the following:

a. Distribution of learning materials

Table 1. Perception of the parents on the distribution of the learning materials

Expectations on the distribution	Evident	%	Not Evident	%
1. Spacious and comfortable pick-up area	27	40.3	38	59.7
2. Minimum health standards are implemented	58	86.6	9	13.4
3. Organized distribution of materials	62	92.5	5	7.5
4. Distributors are polite and courteous	67	100	0	0
5. Accessibility of pick up point from houses	35	52.2	32	47.8
AVERAGE		74.32		25.68

Based on the above results, it can be noted that 74.32% of the parents perceived that in terms of the distribution of the materials in the dry run of the opening of classes all expectations are evident while 25.68% of them said expectations were not evident.

It can be noted that the school needs to improve on aspects like the condition of the pick-up point or area for distribution as well as the accessibility of the said area from the respective houses. During the distribution, barangay halls were used as the pick up area having limited space which affected the perception of the parents. On the other hand, almost half of the parents said that their houses are not that accessible to the pick up area since they are somehow distant from it.

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b. Teaching-learning process at home

Table 2. Perception of the parents on the conduct of teaching-learning at home.

Expectations on the teaching-learning	Evident	%	Not Evident	%
1. Parents easily understand the tasks	52	77.6	15	22.4
2. Parents can follow the instructions	51	76.1	16	23.9
3. Parents show comfort and joy in doing the task as the teacher	54	80.6	13	19.4
AVERAGE		78.1%		21.9%

As manifested by the results in the table above, 78.1% of the parents disclosed that expectations on the teaching-learning process done at home during the dry-run of the opening of classes were evident while 21.9% of them said that indicators were not evident. Despite the adjustments of the parents with regard the Modular Distance Learning, still majority of them were coping and showing positive perspective.

c. Retrieval of Materials

Table 3. Perception of the parents on the retrieval of the learning materials

Expectations on the retrieval	Evident	%	Not Evident	%
1. Spacious and comfortable drop-off area	42	62.7	25	37.3
2. Minimum health standards are implemented	61	91	6	9
3. Organized retrieval of materials	63	94	4	6
4. Persons involved are polite and courteous	67	100	0	0
5. Accessibility of drop off point from houses	35	52.2	32	47.8
AVERAGE		79.98		20.02

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It can be gleaned from the table above, during the retrieval of the materials in line with the dry run of the opening of classes, 79.98% of the parents or guardians noted that expectations on the retrieval of the materials were evident while 20.02% of them said that the school did not meet their expectations wherein indicators are not evident.

It can be reflected that though there was improvement on the space or area of retrieval still there was no change when it comes to the perceptions of parents on the accessibility of the drop off point since the same areas for pick up of materials were still the areas utilized by the school during the retrieval.

2. Problems Met by the Parents during the Dry-Run of the Opening of Classes.

Table 3. Problems Met by the Parents during the Dry-Run

Expected issues and challengers	Evident	%	Not Evident	%
1. Unavailability of Parents as Learning Facilitators	44	65.7	23	24.3
2. Negative behavior of learners/children at home	12	17.9	55	82.1
3. Lack of prepared materials	2	2.9	65	97.1
4. Difficulty of the lessons	60	89.6	7	11.4
5. Difficulty in communication with teachers	36	53.7	31	46.3
AVERAGE		81.8		18.2

It can be noted from the table that 81.8% of the parents said that there were issues and challenges met and evident while fewer 18.2% disclosed that problems were not evident. Among the prevailing issues were difficulty of the lessons, unavailability of parents as learning facilitators and difficulty in communication with teachers.

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3. Recommendations Based on the Findings

The proponent recommends the improvement of the process flow of the modular distance learning after the conduct of the dry-run of the opening of classes focusing on the specific expectations of the parents that were not evident.

From the simple preparation-distribution-learning-retrieval scheme, process flow should be enhanced by emphasizing other processes that would help to effectively implement the modular distance learning.

The following will be the enhanced activities in each stage which will explain process flow of the modular distance learning of Muzon Elementary School. In terms of the PREPARATION, with the collaboration of the school head and teachers, the school will craft the IDEA Lesson Exemplars including the activities for assessment, enrichment and remediation which are anchored in the Self-Learning Modules (SLMs) aligned with the Most Essential Learning Competencies (MELCs). Aside from these, worksheets or activity sheets, class schedule and teacher's program will be created also as well as instructions for parents and learners as they go on with the learning process, feedback form or the monitoring tool and other related documents or reports.

Meanwhile in the PRINTING AND PACKAGING, SLMs will be provided for the school. However, worksheets and other materials to be used by the learners will be printed by the teachers or even volunteers on a schedule basis inside the school based on the work arrangement. Learning packets including the SLMs and other printed materials will be sorted per section or class and per grade level and eventually be placed on a storage box based on clusters as to designated pick up points relative to their location.

In the DISTRIBUTION – Storage boxes will be delivered by the barangay volunteers to be assisted by designated teachers or school personnel to the pick up points preferably in the barangay hall of each barangay served. But due to the findings of this study and the adjustment of the plan as transpired in the Dry Run of the Opening Classes as requested by the parents themselves, the school will also be one of the designated pick up points since there are households that are closer to the school and distant from the barangay halls. Hence,

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the school like the barangay hall will strictly adhere to the minimum health standards and protocols by set by DOH, IATF and DepEd. Parents or other household member (children are not allowed) will get the learning packets or kits in the designated pick up point in which they will affix their signature in logsheet or distribution list to validate that they really receive the materials. For those who opted to have send them the electronic copy instead of getting printed materials, the designated teacher will send them the copies through messenger or email addresses.

In the LEARNING PROPER AND MONITORING –With the help of the parents, guardians and other available individuals who can provide learning support to children at home, teaching-learning process will be facilitated. The activities are expected to be accomplished by the children themselves based on the given schedule or can be according to their flexibility. Based on the findings of this study, monitoring and communication is one of the problems met by them during the dry run, thus, parents or any other individuals giving the learning support can communicate with the teachers in any available and safe way to ask assistance most especially when there are some gray areas on their part. The means of communication can be through call and text messaging, online means like email, facebook messenger and other available platforms or even limited face to face consultation in school with the teacher. For those who don't have learning facilitators available at home since most of the parents are working, others like guardians, older siblings, and relatives will be tapped by the parents to serve as their children's learning support. If necessary, teachers can have limited home visits to those with difficulties or challenges in terms of learning management still with observance of health and safety protocols.

ASSESSMENT process should also be part of the process flow to really establish the goal of the learning continuity. In terms of assessing learners, it can be formative and summative depending on the needs or situation. It can be noted and expected that formative assessments are embedded in the teaching-learning process which can take place before, during and after the lesson. The children are expected to do these by themselves to really know whether they really understand the lesson of course to be facilitated by the parents.

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There will be summative assessment including quarterly assessment to quantify their performance as well as measure how they are developed in terms of their knowledge, skills, values and attitudes. Summative assessments can be given in a weekly basis or when it is required of the lesson.

In the RETRIEVAL process, based on the findings area shall be improved in terms of space, comfort and at the same time accessibility of the area. It is expected that parents will return the learners kit with all the materials inside including the accomplished tasks or outputs of the children to the designated drop off points (where the pick up points are also designated). Once again they will be asked to fill up the logsheet or distribution list to verify that the learners kit are returned duly and school was able to retrieve the materials completely. Then with the help again of barangay officials and other volunteers, the storage boxes with the learners kit will be returned to the school in which the teachers will sort the materials and be ready for their evaluation.

Lastly in the EVALUATION process, the outputs of the learners will be checked and evaluated by the teachers themselves based on the rubric or grading system. The teachers will also consolidate the feedback form for parents and learners serving as the monitoring tool in order to make some adjustments with the plan or processes the next week.

ACTION PLAN

The following constitutes the action plan for the improvement of the findings of the study.

Table 5

Action Plan for the Improvement of the Process Flow of MDL based on the Findings of the Study

Activity	Objectives	Person Involved	Resources	Expected Outcome

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Orientation to the parents of the improved Modular Distance Learning Process Flow	To be able to capacitate parents on the processes of the modular distance learning to be implemented	-School Head -Teachers -Parents -Barangay Officials	-Slide deck of the process flow -Printed materials of Instructions to Parents	-At least 75% of the parents shall have been oriented through online platforms or limited face to face
Assigning and organizing of additional pick up/drop off point	To establish pick up or drop off areas accessible to households and	-School Head -Teachers -Barangay Officials	-Markers	-Ideal pick-up or drop off points shall have been established
Validation of the LESF regarding availability of learning facilitators at home	To identify the available parents, guardians and other individuals who can support the teaching-learning process at home	-Teachers -Parents/ Guardians	-LESF Data	-100% of the learning facilitators shall have been identified
Online orientation on the roles of parents/guardians on MDL including	To capacitate parents, guardians and other available learning support on their	-School Head -Teachers -Parents and other	-Video Presentation	-At least 75% of the parents, guardians and other learning facilitators shall

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monitoring scheme	participation in MDL	learning support		have been oriented
Implementation of the process flow on MDL	To determine the effectiveness of the improved process flow	-School Head -Teachers -Parents and other learning support -Barangay Officials	-Learning Kits -Forms	100% of the expected activities on MDL shall have been accomplished

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Financial Report

The following constitute the expenses incurred in the conduct of this action research.

Particulars	Quantity	Amount per Quantity	Total
1. A4 Bondpaper	1 ream	190	190
2. Printer Inks 4 colors (Y, B,M Blck)	4 bottles	245	980
3. Internet subscription	1 month	1, 800	1,800

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