



PROJECT TICTOC: TEACHERS' INITIATIVE TO COLLABORATE THROUGH ONLINE COMMUNICATION

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ABSTRACT

In response to the ongoing Modular Distant Learning (MDL), communication to the parents and pupils played a vital role to adapt to this new way of delivery of learning. The Project TIC-TOC or the "Teacher's Initiative to Collaborate -Through Online Communication" aimed to give support and help pupils and parents through this challenging times MDL through online remedial meet-up. Its impact to learners' performance determined in this research. Quantitative method was used in this study to determine the impact of Project TICTOC on the performance of the 351 learners/beneficiaries of Prenza Elementary School from kindergarten to Grade 6 level. Data were taken from these respondents through survey questionnaire from teachers in consolidating the Results of Performance of Learners from First to Third Quarter. The data obtained was used to identify the percentage of increase of performance of the beneficiaries. The study revealed that there was a relative increase of the performance of the learners per quarter from the first quarter to third quarters. (Table 2). Increased outstanding performance was noted from 33 to 77 pupils (133.33%). Similarly, very satisfactory performance was noted also from 140 to 187 pupils (33.57%). Satisfactory and fairly satisfactory performance have reduced across quarters due to increased outstanding and very

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satisfactory performance. Lastly, an action plan was proposed to strengthen the communication between teachers, pupils and parents.

Keywords: *Online Communication, Modular Distance Learning, learner's performance, collaborate, impact*

CONTEXT AND RATIONALE

The COVID-19 pandemic has triggered fears of an educational crisis globally as the education system was shaken from all levels – pre-school to tertiary level (Nicola et.al.) The shift from face-to-face teaching and learning to distance learning is a major adjustment to all school stakeholders – administrators, teachers, learners, parents, and the community. However, these adjustments should not hinder the realization of the educational objectives of the department. (Bayuca, 2021)

As the country continues to confront different issues brought about by the corona virus disease (COVID-19) pandemic, the Department of Education (DepEd) has been addressing the challenges in the basic education through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. The BE-LCP presented new learning delivery modalities like distance learning, blended learning, and homeschooling.

While the world continues to grapple with the effect of this pandemic, shifting from face-to-face to distance learning is the most viable alternative as this lessens physical contact (Belgica et.al.) In response to the ongoing Modular Distant Learning (MDL) in Prenza Elementary School, communication to the parents and pupils could still be the best way to adapt to this new way of delivery of learning. The distance and gap brought about by this situation could be solved by means of an open and constant communication between the teacher and learners and parents to keep the performance of learners increasing.

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INNOVATION, INTERVENTION AND STRATEGY

The Project TIC-TOC or the “Teacher’s Initiative to Collaborate -Through Online Communication” gives support and helps pupils to go through this challenging times in their journey as pupils. In this project, constant and strengthened parent-teacher relationship as guardian and educators are being enhanced to promote positive learning environment for learners and has been being implemented on its second year this school year of 2021-2022.

In this project, the teachers and pupils’ parents have the schedule of meeting online thru a video chat or call on messenger for the coaching, feedback and answering queries or anything that the parents and pupils’ concern may have about MDL.

Video call is done once a week depending on the agreed day and time of teacher/adviser and pupils. The online meet up intends to answer all the queries and to teach and discuss some lessons that appear to be the most challenging lessons for the pupils. This feature of the project is more economical compared to the regular online class which has to be spending a lot for the internet connection.

Parents as the first hand and closest to monitor the learning experiences of their children should also be guided on how to teach and guide their children in answering the modules, doing the activities and accomplishing their school requirements. The parents or pupils were encouraged to consult about the struggles they were facing on a particular subject matter or any concern about their studies.

In return, the teacher did some following up, catching up, or giving feedback about the performances and output of the pupils.

Project TIC-TOC is expected be implemented as long as the MDL is on going. It was monitored and evaluated through the Records on students feedback and remedial form and pictorial report. The crafted monitoring tool by the project proponent made by Ms. Abigail Bacquian. The monitoring and evaluating team should be comprised by the project proponent, Pproject Monitoring Team and the master teacher or principal.

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Action Research Questions

Specifically, the study seeks to answer the following questions:

1. What are the features of the Project TICTOC?
2. What is the impact of the Project TICTOC in terms of the percentage increase of learner's performance?
3. What action plan can be proposed to strengthen the communication between teachers, pupils and parents?

Action Research Methods

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

The participants/ beneficiaries of the study comprised 351 out of 469 pupils from Kindergarten to Grade 6 levels in Prenza Elementary School for the school year 2021-2022.

Purposive sampling (Crossman, 2018) was utilized in choosing the participants of the study. The pupils from each grade level were all the beneficiaries of Project TICTOC.

b. Data Collection

Quantitative method was used in this study to collect and analyze the impact of Project TICTOC on the performance of the 351 Learners of Prenza Elementary School from kindergarten to Grade 6 levels.

Data were taken from these respondents through the consolidated Results of Performance of Learners from First to Third Quarter. The data obtained was used to identify the percentage of increase of performance of the beneficiaries in their academics.

C. Data Analysis

The data was analyzed using descriptive statistics. Frequency and graph was used to present the results on the impact of Project TICTOC.

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DISCUSSION OF RESULTS AND REFLECTION

The study aimed to determine the impact of the Project TICTOC in terms of the percentage increase of learners' performance.

Table 1 shows the Features of the Project TICTOC in three phases: Pre-implementation, implementation and post-implementation. The pre-implementation phase is the preparation period and conduct of survey regarding pupils and parents interest, their means and gadgets availability. In the Implementation phase, the meeting, remedial sessions and follow up of pupils and parents are taking place. The post-implementation phase is the monitoring and evaluation of the project.

1. Features of the Project TICTOC

Table 1. Features of Project TICTOC

Project Phases	Features
Pre-implementation Phase	• Conduct survey of pupils who are interested to join, their data, means/gadgets availability. • Meeting/Orientation with Parents • Lay-outing the schedules and program.
• Implementation Phase	• Prenza Elementary School (Kindergaten - Grade 6) conducted and implemented Project TICTOC through google meets or messenger room during the the School Year 2021-2022 • . Conducted once a week meeting with students or parents

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	online within 2 hours to give direction and clarification in accomplishing modules. This is more economical than a regular online class since internet connection consumption is much lesser than of such. • Bridged the gap of not having a face to face mode of learning for the coaching, feedback and answering queries or anything that the parents and pupils' concern may have about MDL. • Parents and pupils were clearly and regularly oriented about the week's activities given in the module. • Remediated the pupils' difficulties on specific lessons. • The teacher did following up, catching up, or giving feedback about the performances and output of the pupils.
• Post-Implementation Phase	• Monitoring and evaluation of the project through the records of students feedback and remedial form and pictorial report. • Evaluation of the pupils' performance

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	Assessment of the projects impact to learners performance as basis for intervention.
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Results of the performance of the learners per quarter shows a relative increase from the first quarter to third quarter (Table 2). Increased outstanding performance is noted from 33 to 77 pupils (133.33%) . Similarly, very satisfactory performance is noted also from 140 to 187 pupils (33.57%). Satisfactory and fairly satisfactory performance have reduced across quarters due to increased outstanding and very satisfactory performance (Figure 2).

2. Impact of the Project on Pupil's Performance

Table 2. Results of the Performance of the Learners per Quarter

Quarter	Outstanding	Very Satisfactory	Satisfactory	Fairly Satisfactory
1st	33	140	174	4
2nd	55	171	121	3
3rd	77	187	85	2

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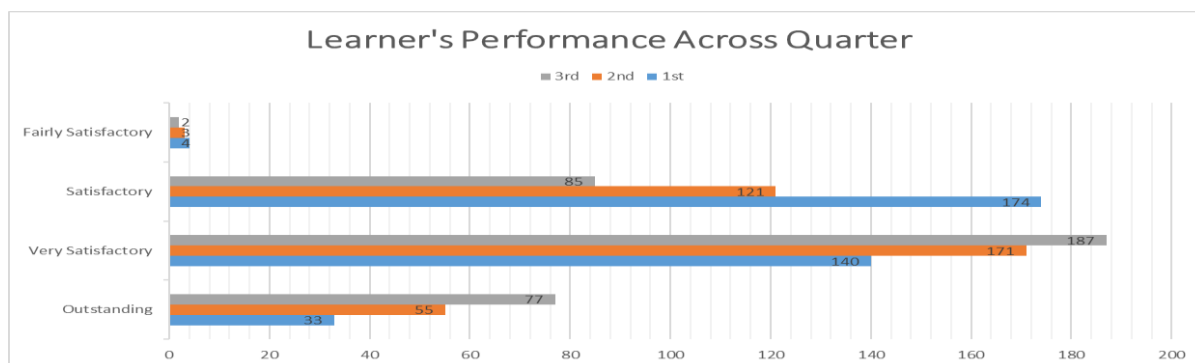
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Figure 1. Impact of Project TICTOC in terms of Learner's Performance from 1st to 3rd Quarter



3. Over-all Impact of the Project

The following observations and data present the over-all impact of the project.

- 351 of the 469 learners or 75% of the school population participated the Project TICTOC during the first to third quarters of the school year. This is a significant participation rate.
- 334 of the 351 learners or 95% were engaged and encouraged to attend TICTOC that resulted in accomplishing and passing their modules complete.
- Accurate assessment of pupil's performances and outputs was monitored and observed.

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Action Plan

Proposed Action Plan to strengthen the communication between teachers, pupils and parents.

AREAS OF CONCERNED	OBJECTIVES	STRATEGIES	KEY PLAYER	TIME FRAME	EXPECTED OUTPUT
A. Academic Assistance	To help pupils and parents and teachers bridge the gap brought by the Modular Distant Learning	1. Close monitoring and guidance of teachers to parents and pupils by having a definite and agreed schedule of meeting through google meet or through video call on messenger. 2. Additional agreed schedule or time wherein queries and other lesson related concerned can	Teachers, Pupils, Parents	August 22- November 2, 2022	At least 75% of pupils passed the quarterly test with at least 80% MPS.

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		be consulted through chats or messages. 3. A proposal of a one day online session every week for parents only to guide them in handling and teaching their children at home.			
B. Technical Assistance	To provide all the necessary materials for pupils, parents and teachers to ease the struggles brought by the Modular Distant Learning	1. Conduct training for teachers, parents and pupils in using ICT equipment and applications to be used in the implementation of the project. 2. Provide video lessons and handout materials in tagalog or in the mother	School Head, Teachers	August - November 2022	Improved teaching personnel with regards to ICT and applications ready for the implementation; 100% participation rate of pupils in the project who are enrolled in the Modular Distant Learning.

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		tongue to lessen the challenges of parents in teaching or guiding their children in answering the modules.			
C. Financial Assistance	Allocate funds for gadgets and internet connectivity expenses.	To tap the administrators, LGUs, 'NGOs and PTA to gather funds and resources to finance the internet connectivity expenses or provide gadgets to pupils and teachers in implementing the project.	School Head, Teachers, Pupils, NGOs', LGUs', PTA	July-November 2022.	Funded internet usage and purchased of gadgets.

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Computer's Ink	Php. 300.00
Bond paper	175.00
Internet/Data for Online Researches	400.00
Questionnaires Reproduction	200.00
Total	Php 1075.00

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