Breaking Old Habits

Vietnam Forum on Lifelong Learning: Building a Learning Society
ASEM-LLL Hub Research Network 1
Thang Loi Hotel, Hanoi, Vietnam
07 December 2010
Accreditation and Equivalency Program

- Existing DepEd program for functional literacy
- Community-based learning centers
- 15 years old and up
- Life skills approach; print-based modules

<table>
<thead>
<tr>
<th>4 A’s</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>• experience and acquire new knowledge and skills</td>
</tr>
<tr>
<td>Analysis</td>
<td>• new knowledge and skills are linked to what they already know and can do; reflectively think about how new knowledge and skills can be used</td>
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<tr>
<td>Abstraction</td>
<td>• forming own meaning / understanding; verbalizing it</td>
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<tr>
<td>Application</td>
<td>• a way of trying out, or applying what the learners have learned to an actual situation</td>
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Some ALS A&E Modules – Life Skills

Communication Skills
- Are You Listening?
- A Language of Our Own
- Effective Communication
- Effective Writing
- The Interview
- Are you a Critical Reader?
- How to Become an Intelligent Listener
- Panitikang Filipino
- Filling-up Forms Accurately

Problem Solving & Analytical Thinking
- Reproductive Health
- Skeletal System
- Addictive and Dangerous Drugs
- The Cost of Environmental Degradation
- Composting
- Buying Wisely
- Business Math
- Basic Accounting
- Searching for Patterns
- Water and its Costs

Dev’t of Self and a Sense of Community
- Building Relationships with Others
- Dealing with Fear, Anger, and Frustration
- Ironing It Out
- Changing Roles
- Civil and Political Rights
- The Beautiful World of Our Native Brothers

Expanding One’s World Vision
- The Major Religions of the World
- Think Globally, Act Locally
- How to Resolve Conflicts

Sustainable Use of Resources/Productivity
- Marks of a Successful Entrepreneur
- Water Pollution
- Wanted: Clean and Fresh Air
- Workers’ Rights
- Ideas for Income-Generating Projects
<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 6 Graduate</th>
<th>HS I</th>
<th>HS IV Graduate</th>
<th>College I</th>
<th>College Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>66</td>
<td>58</td>
<td>43</td>
<td>23</td>
<td>14</td>
</tr>
</tbody>
</table>

2008 figure: 9 Million + 4 M illiterates

- **DepEd-BALS: Accreditation & Equivalency Program**
- **Life skills** for out-of-school youth and adults
- Filled with challenges
Customized Instructional Model (CICT & BALS) Content & Apps Devt

Training for LFs, CMs, NAs (CICT, BALS, community)

Infrastructure Set-up (community / shared facilities; application process)

Monitoring & Evaluation (CICT & BALS)

Community Support for Operations and Sustainability (covered by MOA)

Multi-stakeholder approach
eSkwela Instructional Model v.1 (2007)

Facilitation of Learning

“Homeroom Moderator” (coordinator) and a Network of Mobile Teachers / Instructional Managers / Tutors

Learner Entry:
- Application
- Diagnostic Test & Interview
- Personal Objectives
- Placement + Learning Plan/Agreement

Learning Management System
- Module Guides
  - Learning Objectives
- E-Learning modules
- Activities
- Enrichment
- Tools for Communication, Interaction, Collaboration

Network of Online or Community Mentors and Experts (for authentic learning)

A LEARNING COMMUNITY VIA INTERNET & INTRANET

Authentic Learning shown via Learner Work / Portfolio = demonstration / application of life skills; User-Generated Content (ICT or non-ICT based)

Regular Assessment / Evaluation
- self, peer, IM/Tutor, Mentor/Expert
- qualitative means (rubrics/checklist)

Optional
- Readiness/Mock Test
- A&E Exam

Optional
- Livelihood Track
**eSkwela Instructional Model v.1 (2007)**

**PRINT MODULES**

**PAPER-BASED PORTFOLIOS**

**BLENDED LEARNING (ideal)**
- Learning Plan, self-paced
- Facilitation of Learning, PBL
- Competency Assessment

**A&E CERTIFICATION EXAM**

+ Internet
  (Think.com, online educational tools/resources)
Quezon City
Feb 2007
174 learners

San Jose del Monte
Feb 2007
102 learners

Cebu City
May 2007
100 learners

Cagayan de Oro City
Apr 2007
160 learners
• **Problem**: The eSkwela Instructional Model was not being efficiently and effectively implemented.
**Problem Analysis**

**Lukewarm Level of Adherence to Instl Model**
- Overlaps with Other Assignments
- Inadequate Incentive Package
- ICT tools provided still lacking/problematic
- Pilot implementation (proof of concept)

**Low Teacher Competency Levels on ICT-based Instructional Model**
- Inadequate Teacher Training
- NICS-Teachers awaiting adoption
- Lack of Teacher Training Phases/Stages
- Lack of Systematic Follow-through Performance Monitoring Mechanism

**Problem: eSkwela Instructional Model is not being efficiently and effectively implemented**
- i.e. there is a tendency to go back to the conventional teaching/learning methods used, the ICT tools are not maximized, application of problem/project-based learning approach is not prioritized

**Minimal Implementation of Project/Problem-based Approach**
- Lack of Inventory of Possible/Sample Community-based Problems/Projects
- Lack of Centralized Think Tank & Repository
- Lack of Teacher Training & Personal Experience on PBL
- Lack of Effective Monitoring Mechanism

**Lack of Existing Models**
- Lack of Documentation on Site Operations, Weak Monitoring
- Mismatch of Existing Session Guides
- Pilot Implementation
**Problem: The eSkwela Instructional Model was not being efficiently and effectively implemented.**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Cause</th>
</tr>
</thead>
</table>
| a lukewarm level of acceptance of the instructional model | • novelty: exciting but overwhelming  
• a burdensome shift from the way things were being done |
| low teacher competency levels on the ICT-based instructional model | • original training workshop – one-time-big-time! a mix-and-match of discussions and hands-on activities on ICT in education, office productivity tools, and ATutor  
• focused too heavily on the software applications rather than on pedagogical strategies  
• neglected the ICT competency-and-use maturity model  
• assumed that they would easily catch on and be innovative on their own |
| minimal implementation of resource-cum-project-based approach | • need re-orientation to capitalize the focus on life skills as well as the potentials of using ICT to link learners to community activities and projects |
| lack of existing models to pattern after           | • need concrete experiences to observe and outputs to scaffold on (4A's)                      |
Lessons Learned

• Man is a creature of habit…
  – major block: resistance to change
  – paradigm shift in the way they did things
• Changes take time:
  – requires time, conscious effort, commitment, and persistence to break old habits and welcome exploration and experimentation
• regular monitoring, handholding, modeling, and scaffolding are necessary
  – effective change management is needed
Lessons Learned

- one-time-big-time training course is not enough
- maturity model should be taken into account
  - one’s ICT competencies and corresponding comfort levels: contributing factors to the extent of ICT application in one’s work

• **Perceived Needs to break the habit:**
  - seamless blend of various components of the Instructional Model in the context of a project/problem-based approach (one-window access)
  - activities / interventions to enhance teacher competencies and confidence
  - performance indicators
    • to measure required teacher competencies?
    • to monitor and evaluate the use of the Instructional Model?
Recommended Solutions (2007)

• Enhanced eSkwela Instructional Model
• Continuing Teacher Training & Enhancement Program (CTTEP) with a building blocks approach
• Centralized think tank:
  – guides, models, scaffolds
• Systematic Performance Monitoring Mechanism
  – experts, guides/mentors
  – incentives to get out of their comfort zones
Actions Taken (2008-2010)

- Expert ICT4E Consultants
- eSkwela Instructional Model v. 2
- Moodle-based LMS
- Module Guide Development
- Enhanced Content Development process (focus on Instructional Design)
- Re-designed and phased training workshops
- Monitoring and handholding
  - Conferences, online communications and sharing
  - Informally initiated: support groups among site implementers
Learner Entry (different goals):

- FLT
- Interview
- ILA

Life Skills, **Blended**, Self-paced, Localized

**eSkwela Instructional Model v.2 (2008)**

A LEARNING COMMUNITY VIA INTERNET & INTRANET

eSkwela Module Guides via LMS

- Tertiary Education / College
- A&E Test
- VocTech / Livelihood Courses
- Employment
- Personal Growth

Learner

[■] eModules

Learning Facilitator/s

Other Learners

Forum

Mentors/ Experts

Community

Other Resources

Project (Learner Portfolio)
PRINT-based Life Skills Modules
(paper, pdf, flat)

appropriate multimedia
interactive
simplified
contextualized
localized
e-learning modules
Module Guides

1. Lesson 1 – Major Religions in the Philippines

In this lesson, you will learn about the different religious beliefs and teachings of the major religious groups in the Philippines. You will also discover that though they are different in some aspects, some religions are similar in many ways.

1. Study Lesson 1 and answer the activities provided, including the Post Test, for this section.
2. Click on the links provided below to find further information regarding the major religions in the world.
3. Participate in Discussion Forum 1 by clicking the link below.

- Roman Catholicism
- Muslims: Their Religious Beliefs and Practices
- Who are Seventh-Day Adventists - video
- Iglesia Ni Cristo
- Liberal Protestantism and Liberal Catholicism
- Discussion Forum for Lesson 1

2. Lesson 2 – Respect Other People’s Religious Beliefs

In this lesson, you will learn how to look at differences in religious beliefs with understanding and with respect for other people’s religious beliefs.

1. Study Lesson 2 and then answer the post-test.
2. Join Discussion Forum 2.

- Discussion Forum for Lesson 2

PROJECT options: photo essay multimedia video, recorded interview, song, radio play, brochure, blog, wiki, Google Group, ning, Facebook, YouTube, etc.
Phase 1: ICT Literacy and Responsible Use of ICT
• through the local partner community

Phase 2: eSkwela Instructional Model
• appropriate use of pedagogical strategies and practices to optimize the ICT tools and resources offered by eSkwela (eModule packages, LMS) and the Internet

Phase 3: Enhancement Training
• reinforce key concepts, principles, and skills on the ICT-supported project-based learning approach
• emphasis on life skills gained in planning and executing projects

Phase 4: Distance Education for ALS
• postponed for the next phase of eSkwela implementation
This group was created so that eSkwela LF's from different centers all over the country can get to know one another. We encourage you to share ideas, experiences, and just about anything you'd like to share.

Location: eSkwela Centers

**Welcome to the LF Group**

- We do hope that this LF Community becomes really active. Please post and respond to forum threads to share your eSkwela experiences.
- Let's learn from one another and build a strong eSkwela community.

<table>
<thead>
<tr>
<th>Members</th>
<th>105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latest Activity</td>
<td>1 day ago</td>
</tr>
</tbody>
</table>

**Quick Add...**

**BIRTHDAYS**

- Darrelle Naranja
- Emma Estela
- Milagros D. Duran

**How to set up an eSkwela Center?**

- Visit [http://alseskwela.ning.com](http://alseskwela.ning.com)
Luzon

1. Roces, QC (pilot)
2. SJDM, Bulacan (pilot)
3. Laoag City, Ilocos Norte
4. San Fernando City, La Union
5. Baguio (SOSCFI)
6. Pangapisan, Alaminos
7. Popantay, Alaminos
8. Lucap, Alaminos
9. San Vicente, Alaminos
10. Cavay, Alaminos
11. Polo, Alaminos
12. Balayang, Alaminos
13. Landoc, Alaminos
14. eSkwela Solano HS, Nueva Vizcaya
15. Kalumpang, Marikina City
16. St. Andrew’s School, Paranaque
17. Loyola Heights, Quezon City
18. Holy Trinity Parish, Quezon City
19. Calapan City, Oriental Mindoro
20. Boac, Marinduque
21. San Fernando, Camarines Sur
22. Benguet (PILCD)
23. Donsol
24. Sorsogon City
25. Banuyo
26. Aquinas University, Legazpi City
27. Jaen, Nueva Ecija
28. Pitogo, Makati
29. MISO, Sta. Cruz, Laguna
30. Trust in the Lord Foundation
31. ZOTO, Navotas
32. Cuyo, Palawan

Visayas

(as of November 2010 = 52 operational sites)

1. Cebu City (pilot)
2. La Carlota City, Negros Occ.
3. Talacao, Leyte
4. Ormoc City, Leyte
5. Magan Elem Sch, Ormoc
6. Liloan NHS, Ormoc
7. Bagong Buhay Elem Sch, Ormoc
8. Can-Adieng Elem Sch, Ormoc
9. Mabolo, Cebu City
10. Silay City

Mindanao

1. Cagayan de Oro City (pilot)
2. Zamboanga City
3. Siay, Zamboanga Sibugay
4. Pagadian City, Zambo del Sur
5. Oroquieta City, Misamis Occ.
6. Asuncion, Davao del Norte
7. Davao City
8. Digos City, Davao del Sur
9. Sultan Kudarat
10. Ipil, Zamboanga del Sur (STII)
Continuing Challenges

- Resistance and apprehension to changes in roles and strategies
  - facilitation in a more learner-centric environment = more work but more meaningful
  - habit of exploration and experimentation must be developed
- Need for stronger advocacy on ALS and ICT in Education (actual utilization instead of mere deployment)
- Focus on A&E Test rather than life skills
- Focus on technical skills rather than content of outputs
- Changes take time
  - always consider maturity models and handholding mechanisms
  - still a long way to go…
  - LFMs are at different stages
• ICT as an enabler and equalizer
• Value in getting trainers who are also ALS implementers
• Recognition of maturity models not only for ICT competency-and-use but also for pedagogical practices and community-building
• Proper orientation and expectation setting is crucial
• Easier implementation of self-paced approach
• Site Implementers: more work, more facilitative, more open to explore and innovate
  – Not stuck with what’s there… (produce localized versions incorporated with their own flavor)
• planning phase in PBL = life skills
  – leadership skills, giving constructive comments, and cooperation
  – use of checklists / rubrics (but need to focus more on content rather than the technical aspects)
• Benefits of monitoring and consultations for handholding interventions
• Benefits of synergy and support groups
  – sharing of skills, experiences, & strategies; modeling; tips
  – initial stage
Perceived Benefits: Learners

- Free education
- Learning = fun, more engaged, creative, excited
- Flexible, self-paced (LMS provides them choices)
- Enhancement of life skills in a fun and exciting way
  - PBL = application of what they learned from eModules
- Internet is not just for gaming and “Facebooking”
- A means for “transformed lives”
  - Hope for a “better me” and a brighter future
  - Improved self-esteem/confidence
- ICT competence: additional skill for income-generation
- Links to other community programs/projects
a beacon of hope...
slowly but surely breaking old habits and forming new ones