

## Paradigm Shift: Faculty Learning Modalities in the New Normal

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**ABSTRACT:** The paradigm shift of the learning modalities due to the COVID-19 pandemic has an open opportunity for faculty to gain knowledge on the Online platform, tools, strategies, and techniques. The Occidental Mindoro State College, provided a series of training- workshop for the faculty thru a webinar series. A total of 191 participants participated in the intervention program. As a result, most (60%) of the faculty has moderate internet connectivity, and 55.77% uses mobile data. Facebook containing group chat and messenger were utilized by 34.93% of the faculty. It enumerated the various interventions. This study employed data analysis, online data gathering, and mean and Pearson R were used. The knowledge of communication and networking (4.78), teachers' development and learning (4.45), preparing their lessons (4.81), and finding digital resources (4.72) are all evaluated very high. The faculty were knowledgeable in using YouTube, Facebook, Messenger/Group Chat, and Zoom teleconferencing. The correlation values of the level of knowledge on online learning platform with the level of skills use in online learning application has a positive correlation with a result of 0.754, which significantly established a relationship between the level of knowledge and level of skill use in online learning application.

**KEYWORDS:** *applications, learning modalities, new normal, online learning, platform*

### I. INTRODUCTION

The world educational systems are merely affected by COVID-19. Higher Educational institutions in 188 countries as of April 2020 were affected by COVID-19, and to effectively respond to the threat of the pandemic, universities need to reassess the curricular interventions to gear readiness towards online learning. (Toquero, 2020).

UNESCO (2020) reported last April 02, 2020, that 1,484,712,787 affected learners out of 84.8% total enrolled learners in 172 country-wide closures in all learning levels. The Philippines has the highest confirmed cases in Southeast Asia as the Department of Health (DOH, 2020) reported 6,958 new cases in a single day with 136,638 cases last August 10 and impacted the country's educational system. More than 28 million learners were affected in the Philippines (UNESCO 2020).

The shifting to online instruction education programs is challenging for both the students and teachers due to barriers, and most teachers are not prepared for online education. The massive shift of existing courses online requires an elaborate lesson plan design, teaching materials, and technology support. Most faculty members are facing the challenges of lacking online teaching experience (Bao, 2020).

The quality of education depends mainly on the faculty's qualifications and competencies (CHED, 2020). Teachers and school personnel face challenges in this new normal setting, from lesson preparation to classes' conduct. With the absence of face-to-face interaction, teachers need to ensure the quality of learning extending to their students. Although young teachers are tech-savvy in using computers and the internet, teachers need to adjust to the new teaching model.

The Higher Education Institutions strengthen the capabilities in implementing the new set-up of the school environment and flexible learning. Schools need to employ other online class methods to deliver lessons to students (CHED, 2020). The capabilities to continue the education process in the online form of learning in this new normal, the HEIs need to study how successful online learning provides quality education to the students. (Basilaiia & Kvavadze, 2020).

Internet and gadgets are vital for teachers to stay connected with their students to monitor their performances. Extending time in responding to the queries and concerns of students make their work more challenging.

This study focuses on utilizing the Online Learning Platform to understand and create a dynamic learning environment. Transformation about people, students, and school administrators is highly needed to change the remote learning environment. There is a need to jumpstart the transition by understanding the strategies, knowledge, and capabilities of faculty in the changing learning modalities we are currently facing.

### Objectives of the Study

This paper presents the learning modalities used by faculty. Specifically, this intends to:

1. Identify the level of internet connectivity of faculty.
2. Identify the Online Learning Platform utilized by faculty.
3. Determine the level of knowledge of faculty on Online Learning Platforms.
4. Determine the level of skills in the use of Online Learning Applications.
5. Determine the relationship between the level of knowledge on Online Learning Platforms with the level of their skills uses in online learning applications.

## II. RESEARCH METHODS

This study was conducted at OMSC System during the school year 2020. The respondents were faculty from six campuses of OMSC, namely Labangan, San Jose, Murtha, Sablayan, Mamburao, and Lubang. A total of 191 faculty were the respondents of the study.

The study has employed the descriptive-correlational method of research. It tends to describe the relationship of the level of knowledge of faculty on Online Learning Platforms to faculty's internet usage. It was also used to analyze whether the interest of faculty towards Online Learning Application has a relationship with the internet usage of faculty.

A survey questionnaire was constructed to elicit the needed data on how the respondents appreciate the Online Learning Platform and Online Learning Application. To elicit faculty responses, a questionnaire was made and deployed during the four days of the conduct of the eCampus Webinar Training for OMSC faculty. The researchers have personally administered the survey questionnaire to the respondents to expedite data collection using google forms. Other research protocols and ethical standards required by the respondents were strictly followed during the conduct of the study.

This study used the Likert scale and weighted mean to measure and determine the level of knowledge on the Online Learning Platform and the faculty's level of interest in the Online Learning Application. Likewise, this research used the Pearson r Moment of Correlation to determine relationships among the predetermined variables.

## III. RESULTS AND DISCUSSIONS

### Level of Internet Connectivity of OMSC faculty

Based on the survey, only 14% of the faculty population has a fast internet speed. In comparison, 60% have an average speed of internet connection, and 26% have poor internet connectivity, including those who used mobile data. Most (55.77%) of the faculty subscription are mobile data connections between 1 to 30 Mbps. This only shows that internet providers, connectivity is one of the main issues in online learning. As Akamai (2017), the Philippines had the lowest internet connectivity in Asia, placing the country at 104 among 160 countries, with developed countries in Asia such as South Korea (23.6 Mbps) and Singapore (12.9 Mbps) ranking 1 and 12, respectively.

The lack of access to fast, affordable and reliable internet connections affect the process of online learning especially for those living in rural as well as marginalized communities (Wains & Mahmood, 2008).

Table 1. Internet Connection utilized by Faculty

Type of Internet connection	No. of respondents	Approximate Speed
DSL	112	1-25 Mbps
Mobile	145	1-30 Mbps
Wifi	3	5-15 Mbps
Total	260	

### Online Learning Platforms utilized by OMSC faculty

Today's modern classroom, online or campus-based, uses online learning platforms like google, TV broadcast, video lectures, and online channels (UNESCO, 2020). Online learning platforms have a significant implication in teaching and learning engagement online. There are 29.81% of faculty using Google Classroom, while Face book containing group chat and messenger were utilized by 34.93% of the faculty. In comparison, 8.05% of faculty employed Edmodo, and 27.21% of the faculty do not use any online teaching and learning tool. The intervention program was introduced to help the faculty strengthened their online learning capabilities and appreciate how technology engages in the learning process. The growing usage of online platforms is increasing still there is a shortage of employing this technology that cause an issue (Abuhassna& Yahaya, 2018; Al-Rahmi et al., 2018).

Table 2. Online Learning Platform utilized by Faculty

Types of Online Learning	Percentage
Traditional	27.21%
Google Classroom	29.81%
Facebook (Messenger, Group Chat)	34.93%
Edmodo	8.05%

### Determine the level of knowledge on Online Learning Platforms of OMSC faculty

Table 3 shows the level of knowledge on the online learning platform of the OMSC faculty respondents resulted in 4.07 or high. From the descriptive equivalents of very low, low, moderate, high, and very high, four items obtained a score moderate from 3.28 and 2.76. Although faculty are using online learning platforms, there were on the beginner level in integrating the platform into their teaching practices.

Regarding their knowledge on communication and networking, teachers' own development and learning, preparing their lessons, and finding digital resources are all evaluated very high, respectively, 4.78, 4.45, 4.81, 4.72. Nevertheless, the management tool, designing and producing digital learning materials, supporting various student learning styles, and personalizing learning are all evaluated as high. The CHED recommend to strengthen online platforms and blended learning strategies. (CHED, 2020).

Table 3. Level of knowledge on the online learning platform of faculty

Knowledge of online learning platform	WM	Interpretation
1. Communicating and networking	4.78	Very high
2. Teachers' own development and learning	4.45	Very High
3. Management tool for organizing work and keep records of students	4.20	High
4. Preparing lessons	4.81	Very high
5. Finding digital learning resources	4.72	Very high
6. Designing and producing digital learning materials	3.88	High
7. Facilitate teaching specific concepts or skills	3.28	Moderate
8. Support various student learning styles and to personalize learning	3.58	High
9. Support creativity	2.76	Moderate
10. Support activities that facilitate higher-order thinking to foster students' ability to use technology in their own	4.01	High
<b>Overall Mean</b>	<b>4.04</b>	<b>High</b>

Legend: 0.50-1.50= very low; 1.51-2.50=low; 2.51-3.50= moderate; 3.51-4.50= high; 4.51-5.00= very high

### Determine the level of skills in the use of the Online Learning Application

Table 4 contains the numeric data on the skills in the use of online learning applications. The overall score was 4.10 or very good. Itemizing the scores for each of the ten (10) questions, item 9 got the lowest score of 2.35 and interpreted as fair, followed by item 7, equivalent to good. Migrating to the new application mode is not that easy for faculty; they were used to Microsoft Word. In terms of YouTube, Facebook, Messenger/Group Chat, and Zoom, the result obtained 4.91, 4.55, 4.53, and 4.59, equivalent to excellent. Faculty are familiar with this application because it affects their daily activities.

The use of video call/google meet, google classroom, and google drive each scored 4.48, 3.71, 4.07, respectively, with the equivalent of very good. This was supported by the study of Solomon and Schrum (2010) that educators have employed online platforms in activities deployment because they have become familiar and they established ways in using them.

Table 4. Skills in the use of online learning application

Online learning application	WM	Interpretation
1. YouTube	4.91	Excellent
2. Facebook	4.55	Excellent
3. Messenger/Group Chat	4.53	Excellent
4. Video Call/Google Meet	4.48	Very Good
5. Google Classroom	3.71	Very Good
6. Google Search	4.60	Excellent
7. Google Docs	3.25	Good
8. Google Drive	4.07	Very Good
9. Google Sheets	2.35	Fair
10. Zoom Teleconferencing	4.59	Excellent
<b>Overall Mean</b>	<b>4.10</b>	<b>Very Good</b>

Legend: 0.50-1.50= no capability; 1.51-2.50= fair; 2.51-3.50= good; 3.51-4.50= very good; 4.51-5.50= excellent

**Determine the relationship between the level of knowledge on Online learning Platforms with the level of their skills uses in online learning applications.**

In Table 5, it shows the correlation values of the Level of knowledge on online learning platform with the level of skills use in online learning application has a positive correlation with a Pearson r-value of 0.754 and a p-value, 0.005, is less than the level of significance 0.01 (2-tailed). Therefore, the results show a significant relationship between the level of knowledge and level of skill use in online learning applications. The study proves that online learning platforms' knowledge is dependent on their skills in using learning applications. To ensure productive and effective online program, teachers need to learn how to cope up with the trends and strengthened their technological skills and capabilities. Educational institutions across the globe utilized the available technical resources to create online learning materials for students in relation to their academic fields (Kaur, 2020).

Table 5. Correlation analyses among the variables.

Variables	Pearson r	p-value	Interpretation
Level of knowledge on Online learning platform	0.754**	0.005	Significant
Level of skills use in online learning application			

Legend: \*\* Correlation is significant at 0.01 level (2-tailed).

#### IV. CONCLUSION

The paper concludes that there are factors affecting online learning delivery of instructions to the students. The faculty has moderate internet connectivity and most of them are using Facebook containing group chat and messenger in reaching out their students. The intervention approaches introduced to the faculty, such as simulation, demonstration, and the hands-on application was responsive to their needs. The faculty's skills in using online learning applications is important to be enhanced and apply in their instructional methods and strategies. The knowledge and skills on Online learning platforms and applications create a stronger connection to their students and provide necessary interventions in academic institutions.

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