Teachers' Competence During Interim Synchronous Teaching Method as Part of the Blended Learning

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Abstract: This article presents the competency of teachers implementing a synchronous teaching during the NCR+ Enhanced Community Quarantine. Teachers were quite unready of the shift from modular print to blended learning where virtual intervention and remediation taking place since early March 2021 encompassing third quarter forward. Using the excerpted ISTE standards for educators (permitted use), teachers' competencies in designing learning content, facilitating learning, and analyzing learning were gauged without compromising the Most Essential Learning Competencies. Results show that teachers 'competencies in three factors are high. Thus, the sudden shift of teaching and learning modality does not affect the commitment and performance of teachers.

Keywords—blended; synchronous; teaching; learning; interim

1. INTRODUCTION

It has been the policy statement of the Department of Education that learning continues and no learner will be left behind despite the difficulties and crisis brought by the pandemic [1]. The foregoing curriculum had been reviewed and streamlined. In continuation, various delivery modalities have been developed to reach diverse learners across the country. Wherein, schools can adopt one or a combination of modalities depending on the quarantine classification and context of learners. These include face-to-face, distance learning such as modular distance, online, and tv/radio-based, blended learning, and homeschooling [2].

Since October 2020, teachers have been implementing modular print up until March 2021 when a sudden shift to the learning process has been taking place due to the NCR+'s Enhanced Community Quarantine. Blended learning is being implemented to address the academic disruption. The quarantine restrictions and limited interactions among teachers and parents in the school summoned teachers to utilize the virtual space for learning.

2. METHODS

Selected teachers, those who were utilizing the virtual space for the blended learning were encouraged to determine their innate competency towards teaching using the synchronous methodology. ISTE Standards for Educators' (Permitted Educational Use) indicator 5, 6, and 7 was used to determine teachers' synchronous teaching competencies [3]. Upon the consent of the teachers, they were provided with the link as part of the process through a simple survey.

3. RESULTS AND DISCUSSION

Table 1: *Competency, mean, and interpretation*

Competency	Mean	Interpretation
Designing Learning Content	4.14	High
Facilitating Learning Process	3.94	High
Analyzing Learning	4.04	High

Teachers' competence in designing learning content including the use of technology to create, adapt, and personalize learning experiences that foster independent learning, and accommodate learners' differences and needs; designing authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning; and exploring and applying instructional design principles to create innovative digital learning environments that engage and support learning is high.

Further, competence in facilitating learning process such as fostering a culture where students take ownership of their learning; managing the use of technology and student learning strategies in digital platforms or virtual environments; creating learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems; and modeling and nurturing creativity and creative expression to communicate ideas, knowledge or connections is also high.

Furthermore, competence in analyzing learning in the form of providing alternative ways for students to demonstrate competency and reflect on their learning using technology; using technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction; and using assessment data to guide progress and

communicate with students, parents and education stakeholders to build student self-direction is also high

4. CONCLUSION AND RECOMMENDATION

It can be concluded that teachers can adopt to different strategies particularly with the aid of technology. Teachers can design learning incorporating the capability of the technology-driven learning environment. They were able to communicate learning through understanding the context of the learners. They were also able to evaluate the learning and provide feedback in a timely manner with the aid of digital technology.

Despite the many challenges faced by teachers, they still continue to uphold their commitment and dedication to education. It is hereby recommended to provide teachers with platform that will engage them among their learners to foster best practices in the learning process.

5. ACKNOWLEDGMENT

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6. REFERENCES

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