Research Article

THE UPSHOT OF REMOTE TEACHING: EDUCATIONAL RELAXATION ACTIVITY CALENDAR PLANNER

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ABSTRACT

Based on the answers of the participants, the following were highlighted: There is a lack of motivation during the remote education since there is a need initially for practical needs first to be satisfied; The educators observed the assistance of the institutions but they are needing more follow ups and alignment of what they had learned during the pandemic times to be sustained up to the current moment; Additional efforts must be done (intrinsic motivation) to increase the motivation among the educators in terms of the stress framework, motivational matrices, trainings and digital development plan; Include the health awareness webinar whenever the educator is given the chance to increase his/her knowledge or tasks, so that they might feel the need that they are valued in the organization. Focus more on these, educational tasks to follow. The study was collected from the Philippines and abroad to become part of the study. To be able to get the data, and to satisfy the quantitative leanings of the study, the modified instrument based on the authors in the writing frameworks were used. The qualitative leaning of the study was satisfied using the online interview with varieties of online platforms and face to face with the questions for the respondents. The discussion was used to supplement answers from the questionnaire to highlight the interview. The main output of the study is the educational relaxation activity calendar planner which is anchored on the data revealed, that respondents would like to have relaxation as rewards for their hard works.

Keywords: coronavirus, Research Paradigm, digital literacy skills, digital learning.

INTRODUCTION

Since the COVID vaccine is still being administered on a regular basis to boost herd immunity, remote learning has become popular in the previous years as the pandemic continued to spread. Despite national variations in COVID-19 infection rates, the pandemic closed schools in 186 countries, affecting over billion students (UNESCO, 2020). The method of temporarily shifting an in-person learning process online is known as remote learning. According to Teach Thought Staff (2020), the main premise is always the same: a brief shift from in-person instruction in a physical classroom to a digital environment that can be accessed "remotely." For educators, this entails developing new learning resources that are tailored for online learning and reorganizing units and lessons to fit with online teaching techniques. For students, this means using new resources to learn effectively the same content. The phrase "Remote Learning" suggests that it is a short-term fix that necessitates transforming a conventional classroom into an online one. The following presumptions support the idea that distant learning need to be emphasized and recognized as a component of academic procedures, which involve design, worthwhile and moral experiences, and any adjustments that may be made as a result of study. According to Li and Lalani (2020), remote learning is a short-term method for a classroom to remain together and go on with instruction even while they are geographically separated. In order to emphasize a booklet with information on the best practices for this sort of learning, it is required to identify and confirm the valuable and moral experiences of the university's instructors and students who have been utilizing remote learning to discover all the best practices. The majority of educational systems around the globe have shifted to remote learning as a defense against the coronavirus disease 2019 (COVID-19), claim Rotas & Cahapay (2020). Students have expressed that this phenomenon is producing a great deal of

challenges, particularly in the setting of emerging nations. Unreliable internet access, a lack of learning resources, power outages, unclear lesson plans, heavy workloads, inadequate teacher support, poor peer interaction, conflict with household responsibilities, a poor learning environment, financial difficulties, physical and mental health issues, and struggles were the categories of challenges for distance learning that emerged from the content analysis. Whereas this study focused on the unilateral and unidirectional new normal experiences among the instructors, students of the state universities and colleges as they follow the academic procedurals amidst the pandemic. The remote teaching and learning as highlighted was used to come up which focuses on valuable and ethical experiences. The output was based on the constructivism and independent learning theory of the study.
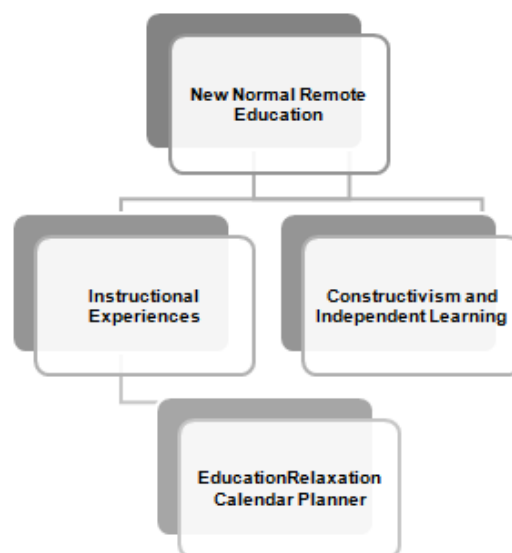

Figure 1. Research Paradigm of the Study

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PROJECT OBJECTIVES

General Objectives:

This study aimed to highlight and described the remote education amidst crisis (pandemic) and how this may be used for instructional enhancement in the institution.

Specific Objectives:

Specifically, this study aimed to hit the following objectives and statements:

1. Describe the remote teaching experiences among educators in selected institutions (international and local)
2. Develop an educational relaxation activity calendar planner based on remote teaching experiences.

METHODOLOGY

This study aimed to identify the valuable and ethical remote learning and teaching amidst the new normal of teaching and learning. Since the data used in the analysis of the study covered the quantitative and qualitative, mixed-method was utilized. Creswell & Clark (2007) discusses mixed methods which employ aspects of both quantitative methods and qualitative procedures. Of the mixed method designs, the sequential explanatory design was used, specifically. It is a mixed method design which is usually used if the study has strong quantitative leanings. It is characterized by the collection and analysis of quantitative data in the first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results. Weight typically is given to the quantitative data, and the mixing of the data occurs when the initial quantitative results *inform* the secondary qualitative data collection. Thus, the two forms of data are separated but connected. A sequential explanatory design is typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. It can be especially useful when unexpected results arise from a quantitative study (Morse, in Creswell & Clark, 2007). In this case, the qualitative data collection was used to examine surprising results in more detailed form. Since this is a mixed method sequential explanatory method, the processes included the itemization and development of the items on the questionnaire and getting the weighted mean as for the mean responses of the respondents to procure the pattern on their current valuable and ethical experiences on remote teaching, to describe those the presentation was in forms of matrices. On the other hand, the processes on the qualitative data included the usage of the Creswell's 7 steps(Beloy,2016).

RESULTS AND DISCUSSIONS

Remote Teaching Education and Experiences	Numerical Value	Rank	Verbal Description
During the Remote Teaching Education...(teachers...)			
1. conducted digital learning from updated webinars	2.95	2.5	To some extent (O)
2. increase digital literacy skills	2.95	2.5	To some extent (O)
3. enhance digital pedagogical pivot	2.80	7	To some extent (O)
4. shifts instructional delivery mechanism using updated educational online platform	2.80	7	To some extent (O)
5. buy own software	2.80	7	To some extent (O)
6. hire digital expertise from outside the organization	2.95	2.5	To some extent (O)
7. add more interventions which is research-based	2.65	9.5	To some extent (O)
8. develop faculty by hiring international speakers	2.95	2.5	To some extent (O)
9. make own instructional materials for digital platform	2.65	9.5	To some extent (O)
10. acquire intense trainings on Internet of Things and the likes	2.90	5	To some extent (O)

Based on the experiences as shown above the respondents believed and had experienced on the following:

It is visible that to some extent they are experiencing "conducted digital learning from updated webinars"; all with 2.95; "increase digital literacy skills"; "hire digital expertise from outside the organization" and "develop faculty by hiring international speakers". In terms of this, the respondents agreed that they had been experiencing some of this, but not thoroughly, they had observed that during the COVID 19, the remote education has been observed in terms of the digital learning updates, digital expertise hiring through visible webinars and international speakers and development of the faculty. However, based on the interview with the participants, some notes were taken into considerations.

CONCLUSIONS

Based on the data the following are reflected:

1. There were three themes: Webinars are Good BUT Short Life Span; NO one must be Blamed and Practicality comes First
2. Among the experiences of the respondents, all of them regard the statements as to some extent, mostly referring to the following as the highest rank: "conducted digital learning from updated webinars"; "increase digital literacy skills"; "hire digital expertise from outside the organization" and "develop faculty by hiring international speakers", all with 2.95.
3. Lastly, a developed activity calendar planner for educators focusing on the following was proposed: health awareness, fun games and importance of digital expertise.
   Sample Educational Relaxation Activity Calendar Planner
   (*using canva app*)

RECOMMENDATIONS

Based on the study, it is recommended that:

1. Since the pandemic ended, most of the data here were previously taken, studies on the sustenance of the digital expertise the educators had received could be of more essence
2. Using the planner as to enhance more the educational teaching scheme in an organization/ institution could be another study
3. Add more respondents and use another research design on the remote education among far-flung areas or alternative learning education system (since remote education could be enhanced into a more updated usage in the educational scheme of teaching)

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