BLENDED DISTANCE LEARNING MODALITY (BDLM) IN TEACHING AND LEARNING PROCESS

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I. Abstract

Research Title: **Blended Distance Learning Modality (BDLM) in Teaching and Learning Process**
Research Design: **Phenomenological Research Design**
Sampling: **Purposive Sampling**
Research Instrument: **Semi-structured Questionnaire**
Data Analysis: **Transcription Analysis**

EXECUTIVE SUMMARY:

The study aimed to determine the effectiveness of Blended Distance Learning Modality in the teaching and learning process of Senior high School in Oriental Mindoro National High School.

The researcher utilized qualitative phenomenological study. It will determine the experiences of senior high school teachers and students exposed to blended distance learning modality. It utilized semi – structured questionnaire through informal interview of teacher and students.

Results showed that teachers affirmed in the teaching process of BLDM that they are prone to health risks, exposed to heavy workload and extra task, and limited participation, involvement and responsiveness. They become more flexible and given opportunities on professional development/ improvement. Students affirmed that they encounter difficulty in modality adjustments, self-directed learning, and accessibility to internet connectivity and technical problems, limited interactions and have bulk of task in learning. They had fun and enjoyable learning experience, academic independence, responsiveness of the teachers, and hustle free schedule.

Teachers cope up in modular modality financially and in module preparation, procurement of materials, training, research & benchmarking and through the support of stakeholders. Students cope up by seeking assistance to parents, teachers, siblings and friends; conducting research and through self-study. Majority of the teachers and students claimed that BLDM is effective because it leads to independent learning, developing creativity among students and utilization of new approaches and tools in teaching while some claimed that the reliability of learning outcome, honesty of students, distractions, accessibility of internet connectivity and limited interaction in the teaching and learning process. Both teachers and students suggested ways activities in response to their teaching experiences such as academic break, academic ease, provision of learning materials, proper scheduling, Homeroom Guidance Program collaborative activities, proper feed backing, provision of interactive activities.

Based on the findings and conclusions, it was recommended to utilize Blended Distance Learning Modality in the teaching and learning process with proper planning, implementation, monitoring and evaluation process.

Keywords: *Blended, BDLM, Modality, Distance Learning*

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Table of Contents

II. Acknowledgement

III.   Context and Rationale

The new normal educational system in the country follows the tagline "*Education must continue*" as reflected in the continuous efforts of the government through the Department of Education. This was reflected in the formulated intervention of the Department in the Basic Education Learning Continuity Plan (BE-LCP), which is the product of combined inputs from various units and offices of the department as well as the government, and an online survey. It basically covers the essentials of education in the time of the pandemic such as the most essential learning competencies (MELCs), multiple learning delivery modalities, and required health standards. Among these requirements, school heads and teachers found great challenge in the delivery of learning. With the result of the survey at hand, it was found out that adopting an appropriate distance learning modality is what each school would need if education must continue.

The learning continuity plan covers the different learning modalities fitted in each of the schools in different parts of the country based on the availability of the materials. Most of the schools utilized modular distance learning modality. '

Modular Distance Learning Involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing

remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers.

Like most of the schools, Oriental Mindoro National High School utilized the modular distance learning modality as reflected in the surveys conducted during the enrollment period. The school is the biggest school in the island of Oriental Mindoro located in Calapan City. It is the center of industrialization in the province of Oriental Mindoro. However, as the school utilized the modular distance learning modality, the teachers and school administrators are receiving feedbacks from both parents and students the difficulty in self-directed learning and they need assistance from their teacher virtually or through other means of communication in lieu of face to face which involves online distance learning in addition to the printed modules provided by the teachers in Senior High School.

Online Distance Learning, as defined in the DepED's BE-LCP, teacher and learners use various technology platforms through the internet while apart during the delivery of instruction. Compared to MDL, responses and feedback are synchronous and in real time. Learners may download the assigned materials from the internet. Likewise, accomplished tasks may also be submitted online. It is also a more interactive type of learning but, in order for it to be interactive, a stable and strong internet connection is required.

When modular distance learning is combined with the online learning the learning experiences could be varied and students could utilize other learning platforms which is based on their interests and needs and this learning modality is called blended distance learning modality. Blended Learning Modality combines any of the abovementioned learning modality. This is done to limit the physical interaction of teachers and learners, thus, ensuring that health will not be sacrificed while in the teaching and learning process (DepED BE-LCP, 2020).

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom

methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or place. Blended learning offers the learner convenience and flexibility; they have the ability to control their learning pace and learn remotely. Examples of Blended Learning: Students doing face-to-face group work in a classroom, then going home to analyze that work and turn in a video as an assessment form; taking a course online, then receiving face-to-face tutoring between online lessons.

To address the challenge posed by COVID-19 pandemic to the delivery of instruction to Grade 12 Senior High School students, the researcher suggested the use of blended distance learning modality in teaching and learning episodes, specifically the use of MDL and ODL. With the use of this modality, this may help the teachers address the needs of learners while under distance learning. Moreover, learners will be properly monitored and assessed on their progress and needs. It is in this light that this research study will be conducted.

Theoretical framework

The present study is anchored on the following theories.

Keagan (1986) as cited by Association of Educational Technology and Communication (2001) presented three theories on distance education such as theory of autonomy and independence, theory of industrialization and theory of interaction and communication.

The theory of autonomy and independence (Wedemever, 1977 & Moore, 1973) as includes the essential component of the independence of the learner. On the other hand, the theory of industrialization (Peter, 1971) posits the idea that the field of distance education is an industrialized form of teaching and learning. Finally, the theory of interaction and communication (Badth 1982 & Daniel & Marquis (1979) emphasizes the importance of interaction and communication in distance education. This set of theories emphasizes the nature of distance learning where learners are independent, pedagogic, and still interactive and communicative.

Another theory is cognitive theory of coping developed by Folkman and Lazarus (1988) in Nyatsanza and Mtezo (2013) which posits the idea that "portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences (p.58)". Theory further highlights the fact that coping is a survival technique where an individual tends to replicate what other people's actions towards a certain circumstance which has something to do with the present situation which is the new normal education.

Furthermore, Davis, Maher and Noddings (1990) stated that in constructivism theory the learners assumed that have to construct their own knowledge individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community, other learners and teacher is to provide the setting, pose the challenges, and other the support that will encourage mathematical construction. Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256 as cited by McLeod 2019). The constructivist theory posits that knowledge can only exist within the human mind, and that it does not have to match any real world reality (Driscoll, 2000).

The theory tells that learners will be constantly trying to develop their own individual mental model of the real world from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality.

Lastly, multiple intelligence theory by Howard Gardner describes that individuals possess eight or more relatively autonomous intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 2006)

The abovementioned theories are the researcher's bases in the conduct of his study. The researchers will utilize every datum that they obtained in accordance with the theories that they think best support their investigation.

IV.   Innovation, Intervention, and strategy

Blended Distance Learning modality (BDLM) is a combination of modular distance learning (MDL) and online distance learning (ODL). These learning delivery modalities will be scheduled based on the competencies.

In Modular Distance Learning (MDL): Learners shall be provided with the complete set of SLMs, as well as textbooks/learners' materials (LMs). The SLMs may be provided in print. Learners will be provided copies of video lessons in a flash drive or CD which will be prepared beforehand by the collaboration of the teachers.

The materials in videos, in soft copy format will be prepared by the SHS teachers beforehand and the content will be validated by the experts. Google Classroom will be used by the teachers and students. The SHS teachers need to prepare a Google classroom.

OMNHS SHS teachers will adopt a combination of both synchronous and asynchronous online teaching in consideration of the Screen Time Guidelines by Age as recommended by the American Academy of Pediatrics (AAP) and World Health Organization (WHO), which is as at most four hours (two hours in the morning and the other two hours in the afternoon) for Grade 12 students which will be scheduled by the teacher.

As reiterated in DM-CI-2020-00162 of Department of Education, online activities shall be balanced with locomotion, motor-sensory, and audio tools which will support subjects concerning performing arts and clubs. Learners shall be provided with activity sheets and be given performance-based tasks to accomplish. Online tools such as Google Docs and Google

Slides and the like may be used for virtual collaboration among peers. These tools are capable of giving feedback and comments, rating, and even posting grades or scores. Learners may also be asked to conduct interviews and submit these through video (Department of Education, 2020).

It is also suggested that synchronous learning shall be conducted using live webinars, video conferencing, live chat or instant messaging. Teachers will use Google Meet to record a specific activity especially for performance task-based outputs. Lessons shall be recorded for students who missed the lesson for viewing later. On the other hand, asynchronous learning will be used to submit the needed requirements and consultation process. The said activities will be conducted from February to June 2021.

V.   Action Research Questions

Conceptual Paradigm / Conceptual Framework

Based from the theories presented the following conceptual framework was drawn:

Input	**Process**	**Output**
Experiences of Teachers In Blended Distance Learning Modality (BDLM)	` **Blended Distance Learning Modality (BLDM)**	**Action plan**
Experiences of Students Blended Distance learning Modality (BLDM)		
Coping mechanism of teachers and students in BLDM	**Semi- structured questionnaire Transcription analysis** `	
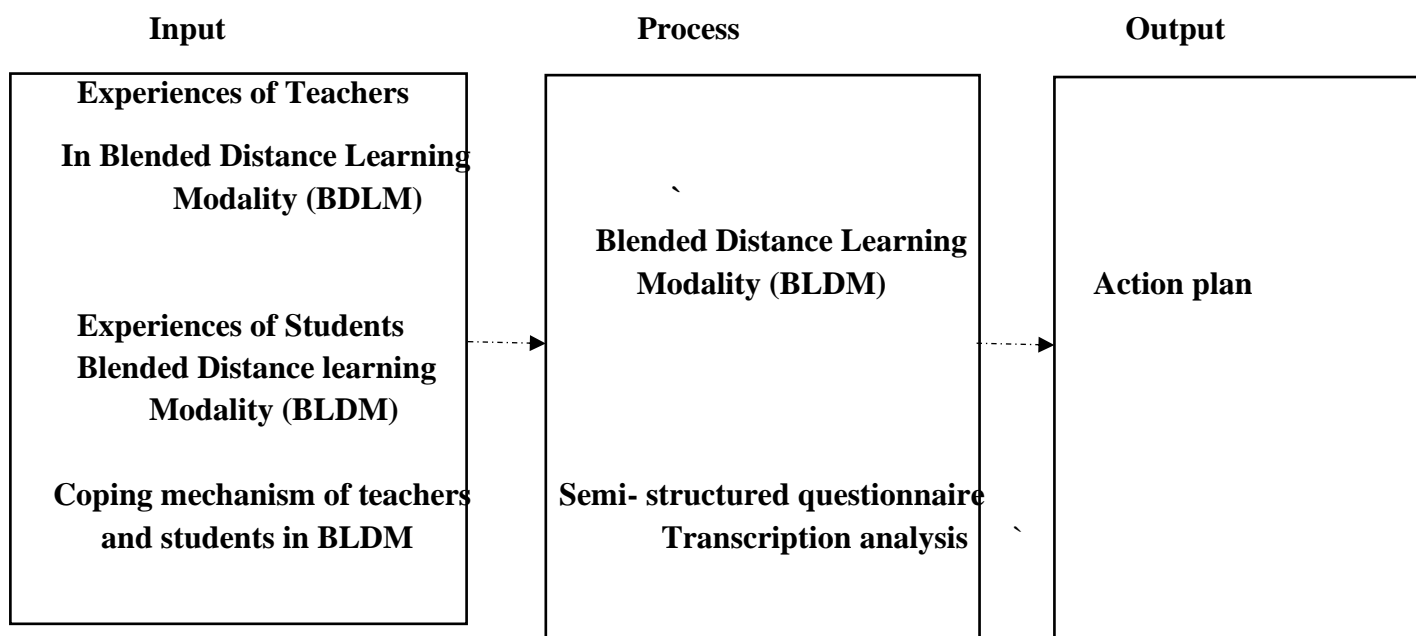
The figure above shows the conceptual paradigm of the study. This study will use the input, process output model.

The input of the study are the experiences of both teachers and students under blended distance learning modality (BLDM) and their coping mechanisms which will be determine using a semi – structured questionnaire during an online interview. Their responses will be transcribed.

An action plan will be proposed based on the responses of the participants of the study as to the challenges encountered and positive experiences that they have experienced during the implementation of the intervention.

The study aims to explore the experiences of senior high school teachers and students in Blended Distance Learning modality in Oriental Mindoro National high School.

Specifically, it will answer the following questions:

1. What are the experiences of teachers in teaching using blended distance learning modality (BDLM)?

2. What are the experiences of students in learning through blended distance learning modality (BDLM)?

3. How do Senior High School teachers and cope with the challenges encountered in Blended Distance Learning Modality (BDLM)?

4. How effective is blended distance learning delivery modality (BLDM) in teaching and learning in Senior High School of Oriental Mindoro National High School?

5. Based on the findings of the study, what action plan can be made?

VI.   Action Research Methods

The researcher will conduct qualitative research specifically phenomenological research design. In this research, the experiences of both teachers and students will be explored as to the effectiveness of the combinations of modular distance learning and online distance learning or blended distance learning.

a. Participants and sources of Data and information

The participants of the study are the selected teachers and 11 selected Grade 12 students which will be obtained purposively from each section. Purposive sampling will be used based on their experiences in the exposure of the blended distance learning intervention or modality.

Participants of the Study

SHS Departments	SHS teachers	SHS students
Accountancy, Business Management (ABM)	2	2
Science, Technology, Engineering and Mathematics (STEM)	2	2
Technology, Vocational and Livelihood (TVL)	2	2
Humanities and Social Sciences	2	2
General Academic Strand	2	2
Arts and Design /Sports	1	1
Total	**11**	**11**

b. Data Gathering Method

The research proponent will ask permission from the school principal and Schools division of Calapan City for the approval to conduct the study. Letter of consent will also be secured by the researcher to the participants of the study.

Research proponent will conduct the LAC session on how the Blended Distance Learning Modality (BDLM) will be conducted as well as the scheduling of Synchronous and asynchronous online modality.

A semi-structured questionnaire composed of 7 questions for teachers and 7 questions for students to determine their experiences during the blended distance learning modality (BDLM). Interview will be conducted through Google meet and will be recorded both for teachers and selected Grade 12 students

c. Data Analysis Plan

The recorded responses of the participants will be transcribed and will be classified based on the themes and categories. Transcription analysis will be used by grouping significant responses and drawing themes and categories which will be interpreted and supported by related literature, theories and other relevant studies.

The Blended Distance Learning modality will be implemented from January to June from 2020-2021 second semester. This will be implemented after the preparation of both materials that will be used in modular and online learning which underwent content validity by experts in the field.

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VII.   Discussion of Results

This chapter presents the analysis and interpretation of the data gathered.   Data sets were analyzed and interpreted based on the problems raised in the study with corresponding tables presented sequentially to give clarity on data presentation analysis.

1. What are the experiences of teachers in teaching using blended distance learning modality?

Blended distance learning is a combination of different modalities. In the case of Oriental Mindoro National high School, this involves modular distance learning modality and asynchronous and synchronous online distance learning modality. Things which cannot be discussed in modular distance learning or lessons which needs clarifications will be done using online modality.

Based on the affirmations of the subjects they said that they have positive and negative experiences ("struggles") in the implementation of the Blended Distance Learning Modality which are classified in the following themes:

Category	Theme
Negative	Health risks
	Heavy workload and extra task
	Low or limited Student's participation/ involvement / responsiveness
Positive	Professional improvement
	Flexibility of teachers

The respondents claim that they encounter health risk of infection top COVID 19 due to exposure to blended distance learning particularly in the distribution and retrieval of modules as indicated by the following statement:

Even in the situation we are currently facing, most of the students still chose to use the printed SLMs because they do not have the gadgets that supported the downloading of digital ones and it is easy for them to read and answer the modules. With this, we teachers are required to distribute the SLMs and retrieved them together with their answer sheets that made us all vulnerable with the virus (S2).

Aside from vulnerability to the virus, teachers also experience heavy workloads and tasks. This includes checking of answer sheets, communication with parents /guardians and students, preparation of learning materials and other paperwork as indicated in the following statements:

It seems that the   workload causes much pressure. Right now, the average number
of students that I   am handling is around 500. This means that I will be checking
the same average   number of outputs which is sometimes overwhelming (S4 & S10).

*This is too exhausting to us teachers because this is just one of our many
responsibilities, plus all the paperworks to be submitted, the   time and effort to
be exerted in replying to the students' queries. (S2, S7 & S9)*

In the combination of modality either modular or online learning, teachers spend time

to prepare instructional materials which are fitted to their level and based on the standards.

*I experience different challenges in using BLDM. There are many adjustments   that
I have to consider from my side in terms of the preparation of SLMs and other
        instructional materials (S1, S7, S8 & S10).*

One of the results of Blended distance learning modality is the adjustment of the students

and teachers in the modality as well as the monitoring of students learning, feedbacks from the

teachers that some of the students were unable to participate in the actual teaching and learning

process due to unavailability of internet connectivity, financial constraints and availability of

tool for the modality as well as the students' interest. In addition, their comprehension level is

not that high to cope up with the lessons provided by the teacher or as indicated in the module

for self-directed learning.

*Being in a public school with thousands of learners, most of the students are
unable to participate in online learning due to financial constraints. (S6 S9)*
*My experiences using BLDM is very hard because there are some students who were
not able to understand the lesson especially when it comes to performance
        output*

*The common scenario is the teacher posts announcements and the learners ask
questions or raise points of queries. However, some students are not as responsive as
the others.(S10)*

These are evident in the quality of answers in the modules passed by the students as

well as meeting the deadline in passing the modules and answer sheets as affirmed by the

respondents:

As for printed modules, there are some students who have passed their modules with no answers at all. (S7)

yet, some students fail to pass their   modules or complete them later than planned because there are too many activities packed into a single week module. (S9)

As compared to other modality, particularly in face to face learning, due to modality adjustments, students have limited interaction specifically to their classmates as well as their teachers which they haven't met yet.

There is limited opportunity to interact with the learners since there is no face-to-face learning. With this setup, it is more challenging to motivate   the learners. (S10)

This could also be a result of accessibility to internet connection in online learning modality which limits the interaction of student to teacher as well their participation and involvement as mentioned by the respondent:

Accessibility is quite hard. (S11)

Due to limited interactions, the assessment of learning and development of collaborative activities are also limited and have lesser variability thus other aspects of inculcating knowledge is also limited as mentioned in the statement:

Difficult to assess the student's   performance and learning (S8)

In contrast to the negative experiences, teachers encountered positive experiences such as professional improvement by developing knowledge and skills in the use of technology and different platforms fitted in the pandemic situation, collaboration with colleagues in the preparation of instructional materials and the availability of learning materials as provided by the Department of Education and access to internet connection of the students. These are evident in the following statements:

…blended learning classes offer flexibility for teachers in how they   present material and for students in the pace and variety of the learning   approaches   they experience (S4, S5, S11)

In terms of positive experiences in this platform, I think I learned a lot in different platform that are available to be used to meet the vision and mission of this institution which I don't think it was possible in previous years before pandemic (S2, S3, S7& S8)).

BDLM has brought opportunities for us teachers to collaborate with each other in terms of preparation of instructional materials (S10)

2. **What are the experiences of students in learning through blended distance learning modality?**

When the students were asked about their experiences of Blended Learning modality experience they answered the following:

Category	Theme
Negative	Modality adjustments /Self-directed learning
	Accessibility and technical problems
	Limited Interactions
	Bulk of task
Positive	Funny and enjoyable learning experience
	Academic independence
	Responsiveness of the teachers
	Hustle free schedule

As indicated by their responses they said that they encounter struggles in modality adjustments, limited interactions, internet accessibility and technical problems and bulk of task.

They affirmed these experiences through the following responses:

This experience is quite difficult because sometimes we were not able to learn something, instead, we are just barely surviving the school year for us to be not left behind (S1, S2, S3, S8, S9)

It was hard at first, especially when your too burned out to accomplish your task but it was very fulfilling when I finished all the tasks (S10)

There is also limited interactions which is needed in order to learn some tasks through collaborative learning which is eliminated in the modality used as stated by the respondents:

Lack of interaction with friends/teachers (S4)
not easily understand every topics especially Math related subjects (S5)

Negative experience would be having to complete my schoolwork, but makes me feel as if I haven't learned anything compared to face-to-face classes; I often feel as if I'm just doing things to comply (S11).

Aside from limited interaction, students also are exposed to bulk of loads in their learning process which may include written works, performance tasks and other means of learning as indicate din the following responses:

...my negative experiences are related to the amount of modules that I needed to answer/accomplish. There were a lot of readings which I think made my workload to pile up even more (S9)

However, my mental well-being was severely affected, with the increasing cases of COVID-19, and a lot of school works and deadline, physical and mental exhaustion is inevitable (S8)

In addition to these struggles difficulty in accessing internet connections were also one of the negative experiences during the implementation of the modality as they reasoned out:

Not satisfying due to bad connections, and not easily understand the subject very well unlike face to face (S5, S7)

The negative experience in the implementation of BDLM is the obstacles, which are internet connection, distractions, and electricity problems. (S6)

Similar to the teaching process of BLDM, the students also find good things in the implementation of Blended Distance Learning Modality. This include fun learning experiences, academic independence, responsiveness of teachers and proper scheduling.

As experienced by the subjects, they said that they experience fun and enjoyable learning and they develop academic independence leading to discovery of their capacity and skills as stated in the following statements:

BLDM was fun, I discovered different sides of me because of Performance Tasks and creative outputs (S4)

BLDM was effective in a way that it helps shape a student's capabilities during uncertain time like this (S10)

I had during this blended learning was that I was able to do things at my own pace, which allowed me to be more productive in doing school works while balancing personal stuff. I also developed a study habit or a work ethic that required me to learn on my own, even with modules to guide me (S4, S7, S9, S11).

Students also described the modality as convenient way in studying:

The positive experience I have encountered in the implementation of BDLM is convenience. Since I have adequate resources such as gadgets and a stable internet connection, it was easy for me to make it as an advantage to find comfort in my own home (S8)

We easily understand the lesson that the instructors are teaching and they provide modules that we can read before and after the class, which is a positive experience (S6)

They also appreciate the responsiveness of teachers in their queries as well keeping them safe and spend more time with their family while learning at home with no hustle in schedule of learning as reflected in the following responses:

For me, BLDM is an effective learning modality because the instructor can explain his topic and we can ask questions if we don't understand it. (S6)

...the positive side is that i am at low risk of having covid-19 (S2)

I get to spend more time with my fam since we're all inside the house (S3)

Not hustling in schedule (S5)

3. **How do Senior High School teachers and cope with the challenges encountered in Blended Distance Learning Modality (BDLM)?**

The effect of the pandemic is the limited face to face interaction or but limited only to parents and teachers who obtain the modules based on their schedule of distribution and retrieval.

Category	*Theme*

Coping mechanism of teachers	
Modular	Financial
	Module preparations
Online	Procurement of appropriate tools
	Training
	Research/ bench marking
	Support from stakeholders
Coping mechanisms of students	Seeking assistance to parents and teachers
	Research
	Self-study/ exploration

Teachers said that they cope up with modular and online learning by asking assistance financially and in the module preparations that will be distributed to the students. Financial assistance was needed in both learning modalities to support reproduction of modules as well as to procure printing materials and equipment. In addition to this it is also needed to have financial assistance to provide internet connectivity as well as the needed gadgets and equipment. This was affirmed by the teachers as they answered the following:

Yes, monetarily, every teacher requires a constant supply of bond papers, printers, and inks. Because some of them spend their own money on printed materials, they tend to limit their budget, which should be spent on their own families (S2, S6, S9).

They also cited that in order to cope up, they need to ask assistance in the preparation of modules particularly in the content evaluation, mechanics and alike.

Yes, the preparation of modules requires time, motivation and focus. The activities to be provided in the modules should be based on the learning ability or level of the students. Hence, differentiated activities should be provided (S3, S4, S5, S8, S10 & S11).

In the case of online learning, they said that they need to exert effort in self-study of the new methods and strategies as well as in the use of technology, undergo training,

benchmark with others with their best practices as well as procurement of tools needed in the modality.

These are evident in the following responses:

I explore and self-study. (S1)

In order to cope up with their student's capability and needs, teachers need to invest on their teaching tools and equipment.

Yes, because I have no appropriate gadgets to cater online classes so I must purchase them to do my job and my knowledge in various web applications are not that deep so I have to attend different webinars or seek tutorials to learn them plus I must have a stable internet connection both at home and in school to cater this kind of learning (S1, S5, S6 S9).

Respondents also affirmed that they need assistance in the use of the different platforms through trainings:

Yes, it's proper way on how to handle such platform in order to know its similarities and differences in terms of approach in face to face (S3, S7, S8 & 10)

They also said that they imitate/ emulate the concepts in modular and online learning in different sites through research work but with proper citations and standards process in giving credits.

Yes. In copying concept from different sites that is free of legal issues(S4).

Aside from this, they also seek assistance from stakeholders in the actual implementation of modality particularly in the safety and security and in the information dissemination to facilitate the process.

Yes. Online Distance Learning needs coordination with the stakeholders and learners concerned through prior consents. The DepEd/school and technicians assist in providing the facilities to enable ODL. (S5)

When the students were asked, they said they cope up with modality by seeking assistance to their teachers, parents and their older siblings as they encounter difficulty in the

subject and in the use of different applications in online learning as they responded the following:

I seek assistance sometimes by consulting my elder sister. Mostly it's about math because I'm not good at it. I seek assistance in online learning in terms of using the apps that I'm not familiar with (S3)

Yes, especially in my major subjects, because i can't risk failing that subjects (S2,S5, S6)

I seek assistance in online learning through my peers and my friends, not just for learning purposes but also to build relationships socially and emotionally. Because of that, I was able to cope up with stress and anxiety, and also to socialize with other people (S8).

Yes, I request aid from my teachers, especially when I am unable to comprehend the task at hand. I have no problem answering the questions, but my main concern is following the given instructions, because most of the time if I don't ask what to do, we end up doing different things, wasting time and becoming unproductive, because directions can be confusing at times, but with proper guidance I was able to adapt and fully comprehend the task at hand (S4, S10).

Aside from seeking assistance from others, the students who are used of Self-directed learning, they explore and study on their own and conduct research online either through tutorials or video lessons.

And also, for further reference and to thoroughly understand the topics, YouTube and google are also my go to websites. (s4)

4. **How effective is blended distance learning delivery modality (BLDM) in teaching and learning in Senior High School of Oriental Mindoro National High School?**

Category	Theme
Effective	independence in learning
	Developing creativity among students
	Utilization of new approaches and tools in teaching
Not effective	Reliability of learning outcomes
	Honesty in answering the module
	Reliability of learning outcomes
	Distractions
	Accessibility
	Limited interactions

Majority of the teachers and students affirmed that blended distance learning modality is effective modality during time of pandemic. They said that it will teach the students' Academic independence or self-directed learning at his or her own pace, develops creativity among students and utilization and exploration of the new approaches and tools in teaching which are relevant based on the following responses:

Yes, students are allowed to be independent and retention of knowledge are plausible. (S1)

For me, BLDM is effective in a way that it enhances the creativity and learning outcomes of students (S7, S10)

or me, I think it is effective because different approach and platform used to teach the learners(S3, S5 & S11).

On the other hand, teachers reasoned out that there will be loopholes in the implementation in the reliability of the outcomes due to problems that will be encountered in the honesty of the students in answering the modules, written tasks and other activities.

No, because I really cannot assess if the students really learn and honest in accomplishing their modules or they just simply accomplish them without deep understanding for the sake of passing and grades (S2, S4, S8 & S9)

If I'm being completely honest, I don't think blended learning benefits most students, but our status quo necessitates it. With that in mind, I believe it is still preferable to continue with blended learning, but in terms of the system, I believe they should innovate and develop strategies to help students retain knowledge over time. Overall, my experience with blended learning was satisfactory, because I was still able to learn, but it forced me to put in a lot of effort because I was studying alone (S2, S6, S7, S10).

5. Based on the findings of the study, what action plan can be made?

Teachers and students suggested ways activities in response to their teaching experiences such as academic break, academic ease, provision of learning materials, proper scheduling,

Homeroom Guidance Program collaborative activities, proper feedbacking, provision of Interactive activities and alike as evident in the following statements.

I think for students to easily adjust before they go to college, BDLM should reassess on how they will implement limited virtual classes. My suggestions would be Synchronous Classes twice a month (1-2 hrs every 2nd or 4th week: so it is not too tiring. ((++ sana po 'di sabay-sabay subs)) Moreover, mix and match combinations are good too. But please don't overwhelm students with continuous classes from 8 am- 4 pm since we don't know what really is happening in their homes. So, 1 is Scheduling of Limited Synchronous Classes (para rin po ito sa kumustahan). Number 2 po is Be lenient with deadlines/ activities. 3 would be more interaction for students and teacher, pwede po kayo mag pa games online/kahoot/sli.do na may incentives po?? like for grades or gcash(?).Next po is Feedback, i know it's super hard to juggle everything from checking outputs and making grades and other tasks, pero I think po, giving feedbacks/ simple notes and appreciation for students will be super helpful for them to keep going. Lastly, Make it fun po learning should be enjoyable ♡ it's also for the students' experience and treasured memories, so that if they'll look back, they will remember the good times and not breakdown, backlogs season. Let's be kind to one another, we're still in a pandemic (S2). 🎏

more consideration to students' resources. implement academic break please please please!(S1)

VIII.   Summary of Findings, Conclusions and Recommendations

Based on the results and discussions, the following are the summary of findings:

Summary of Findings

1. Teachers affirmed in the teaching process of BLDM that they are prone to health risks, exposed to heavy workload and extra task, and limited participation, involvement and responsiveness. On the other hand, they become more flexible and given opportunities on professional development/ improvement.

2. Students affirmed that they encounter difficulty in modality adjustments, self-directed learning, and accessibility to internet connectivity and technical problems, limited interactions and have bulk of task in learning. On the other hand, they had fun and enjoyable learning experience, academic independence, responsiveness of the teachers, and hustle free schedule.

3. Teachers cope up in modular modality financially and in module preparation, procurement of materials, training, research & benchmarking and through the support of stakeholders. Students cope up by seeking assistance to parents, teachers, siblings and friends, conducting research and through self-study.

4. Majority of the teachers and students claimed that BLDM is effective because it leads to independent learning, developing creativity among students and utilization of new approaches and tools in teaching while some claimed that the reliability of learning outcome, honesty of students, distractions, accessibility of internet connectivity and limited interaction in the teaching and learning process.

5. Teachers and students suggested ways activities in response to their teaching experiences such as academic break, academic ease, provision of learning materials, proper scheduling, Homeroom Guidance Program collaborative activities, proper feedbacking, provision of Interactive activities.

Conclusions

Based on the findings of the study, the following are concluded:

1. Teachers encountered struggles and advantage in the implementation of BLDM.

2. Students encountered struggles and advantage in the implementation of BLDM

3. Teachers and students cope up with the challenges in the implementation of BLDM through seeking assistance from stakeholders and from experts.

4. Blended Distance Learning Modality is effective on the teaching and learning process of Senior High School.

5. Action Plan was prepared in the implementation of BLDM with modifications of the activity.

Recommendations

Based on the conclusions, the following are recommended:

1. Provision of technical assistance to teachers in the implementation of BLDM could be conducted.

2. Provision of assistance, and guidance could be provided to students both in learning process and in the tools used.

3. Stakeholders could be tapped to provide assistance to teacher and students to facilitate the teaching and learning process under Blended Distance Learning Modality

4. Enhancements of the BLDM implementation in the activities could be conducted from implementation to monitoring and evaluation.

5. Teachers could adapt the Modified BLDM to facilitate the teaching and learning process.

IX. Action Plan

To make a research more functional, it should be disseminated and used by others. Participation in research summit and fora are considered after completing this research.

Action Plan in Blended Distance Learning Modality

Objectives	Activities	Time Frame	Persons Involved	Resources			Expected Outcome
				Human	Financial	Materials Needed	
Disseminate the result of the action research on the use of BLDM	LAC Session	September 2022	SHS Teachers/ School Head		MOOE/ BERF	Presentation materials	Teachers were informed on the results of the action Research

Capacitate teachers on the use of Blended Distance Learning modality	**INSET Training on BLDM**	September 2022	SHS Teachers/ School Head		MOOE/ BERF	Printing Materials/ Presentation Materials	Teachers are capacitated in the use of BLDM
Apply BLDM	Classroom Intervention	September 2022	SHS Teachers/ School Head/students		MOOE/ BERF	Online materials/ Printed materials	Applied /implemented BLDM
Monitor classes in BLDM	Classroom Intervention	September 2022	SHS Teachers/ School Head/students		MOOE/ BERF	Online materials/ Printed materials	Monitored classes under BLDM
Monitor student's performance in BLDM	LAC Session	October 2022 –June 2023	SHS Teachers/ School Head/students		MOOE/ BERF	Online materials/ Printed materials	Monitored students performance under BLDM
Evaluate the effectiveness of the utilization BLDM	LAC session	July 2023	SHS Teachers/ School Head/students		MOOE/ BERF	Online materials/ Printed materials	Evaluated the BLDM

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XI. Financial Report

The researchers estimated the eligible expenses that were used in conducting the research. The reasonable expenses amounting to Php 3640.00 supplies/materials, internet expenses and binding of the manuscript which were the main considerations in doing research.

Supplies Expenses					
Activities	**Quantity**	**Unit**	**Articles**	**Unit Cost**	**Amount**
Printing Questionnaires (manuscript & Questionnaires)	1	ream	bond paper short	200.00	200.00
Printing of instructional Materials (offline)	2	reams	Long bond paper	220	440.00
	1	100ml	Epson ink black	350.00	350.00
Authentication of MOA					200.00
Preparation of instructional materials	Internet expenses				1000.00

(Online)			
Conduct of online interview	Internet expenses		1000.00
Binding of final manuscript	Ring bind		450.00
TOTAL			**Php 3640.00**

Appendix A

Questionnaire (Teachers)

RQ1. What are the experiences of Senior High School teachers using Blended Distance Learning Modality (BDLM)?

> *1. Describe your teaching experiences using Blended Distance Learning Modality (BLDM)?*
>
> *2. What are your positive and negative experiences in the implementation of Blended Distance Learning Modality (BDLM)?*

RQ3. How do Senior High School teachers cope with the challenges encountered in Blended Distance Learning Modality (BDLM)?

> *3. Do you seek assistance in preparation of your modules? In what aspect? Why?*
>
> *4. Do you seek assistance in online learning? In what aspect? Why?*
>
> *5. What are your strategies to cope with the challenges you encountered in teaching during the implementation of blended distance learning modality (BLDM)?*

RQ4. How effective is blended distance learning delivery modality (BLDM) in teaching Senior High School students of Oriental Mindoro National High School?

> *6. Do you think BLDM is effective in the teaching and learning process? Why?*

RQ5. Based on the findings of the study, what action plan can be made?

> *7. If you would like to suggest ways on how to improve or facilitate the implementation of blended distance learning modality, what would you suggest?*

QUESTIONNAIRE (Students)

RQ2. What are the experiences of Senior High School students in Blended Distance Learning Modality (BDLM)?

1. *Describe your learning experiences using Blended Distance Learning Modality (BLDM) ?*
2. *What are your positive and negative experiences in the implementation of Blended Distance Learning Modality (BDLM)?*

RQ3. How do Senior High School Students cope with the challenges encountered in Blended Distance Learning Modality (BDLM)?

3. Do you seek assistance in answering your modules? In what aspect/ subject? Why?

4. Do you seek assistance in online learning? In what aspect/subject? Why?

5. What are your strategies to cope with the challenges you encountered in the implementation of blended distance learning modality (BLDM)?

RQ4. How effective is blended distance learning delivery modality (BLDM) in learning of Senior High School students of Oriental Mindoro National High School?

6. Do you think BLDM is effective in your learning process? Why?

RQ5. Based on the findings of the study, what action plan can be made?

7. If you would like to suggest ways on how to improve or facilitate the implementation of blended distance learning modality, what would you suggest?

Appendix C

Repertory Grid (Teachers)

Repertory Grid of BLDM Among Teachers

Category	Theme	Significant Statements
Negative experiences	**Health**	
	vulnerability to the virus	Even in the situation we are currently facing, most of the students still chose to use the printed SLMs because they do not have the gadgets that supported the downloading of digital ones and it is easy for them to read and answer the modules. With this, we teachers are required to distribute the SLMs and retrieved them together with their answer sheets that made us all vulnerable with the virus. … (S2)
	Workload	
	Too many answer sheets to check	There are too many answer sheets to be checked unlike if we are in the face to face setting, most of the activities and exams were checked with the help of the students before going out of the classroom.. There are too many answer sheets, which isn't ideal given that the pandemic is still ongoing. (S9) In this time of blended learning my experiences as a teacher are quite different from the normal situation that I used to do before, now my brain feels like overloaded. It's like a browser that too many windows are open(S4).
`	Paperwork	This is too exhausting to us teachers because this is just one of our many responsibilities, plus all the paperworks to be submitted, the time and effort to be exerted in replying to the students' queries,

		checking of outputs of the students using digital SLMs, online classes to be conducted, webinars to be attended and more. (S2)`
	Webinars	
	Online class	
	Instructional/Learning Materials	I experience different challenges in using BLDM. There are many adjustments that I have to consider from my side in terms of the preparation of SLMs and other instructional materials (S10). …need to prepare power point always for your lesson (S1)
	Communication	This is too exhausting to us teachers because this is just one of our many responsibilities, plus all the paperworks to be submitted, the time and effort to be exerted in replying to the students' queries, checking of outputs of the students using digital SLMs, online classes to be conducted, webinars to be attended and more. (S2) The learning method required a significant amount of time for checking and evaluating the student's replies. (S9)
	Students' participation	Being in a public school with thousands of learners, most of the students are unable to participate in online learning due to financial constraints.(S6) My experiences using BLDM is very hard because there are some students who were not able to understand the lesson especially when it comes to performance output We work in a huge public school, and most of the students are unable to participate in online learning due to cost constraints. (S9). ….The common scenario is the teacher posts announcements and

		the learners ask questions or raise points of queries. However, some students are not as responsive as the others.(S10)
	Modality adjustment	We are having difficulty adjusting to the new modality, but we must continue to ensure that learning takes place in the pupils' minds (S9)
Positive experiences		
	Professional improvement	
	Develop Flexibility among teachers	
	Learning new technology/ use platform	In terms of positive experiences in this platform, I think I learned a lot in different platform that are available to be used to meet the vision and mission of this institution which I don't think it was possible in previous years before pandemic.

Appendix D

Repertory Grid of BLDM Among Students

Category	Theme	Significant Statements
Negative	**Modality Adjustment**	I am not accustomed using it and i find it unproductive. (S1)
		It's kind of challenging because it is a new experience for me, but still, I can manage(S2)
		My learning experiences using Blended Distance Learning Modality is poor. It's a challenging modality to use (S3)
	Learning Experiences	This experience is quite difficult because sometimes we were not able to learn something, instead, we are just barely surviving the school year for us to be not left behind. (S8)
		At first, it was hard for me to adjust to the Blended Distance Learning Modality because I'm not accustomed to it (S9)
		It was hard at first, especially when your too burned out to accomplish your task but it was very fulfilling when I finished all the tasks (S10)
		…pressured by studying alone…(S1)
		some lessons are hard to understand without the help of teachers personally (S2)
		I wasn't able to learn as much as I could learn back when we were face to face learning (S3)
	Limited interaction	Lack of interaction with friends/teachers (S4)
		not easily understand every topics especially Math related subjects (S5)
		Negative experience would be having to complete my schoolwork, but makes me feel as if I haven't learned anything compared to face-

			to-face classes; I often feel as if I'm just doing things to comply (S11).
		Bulk of task	…my negative experiences are related to the amount of modules that I needed to answer/accomplish. There were a lot of readings which I think made my workload to pile up even more (S9)
			However, my mental well-being was severely affected, with the increasing cases of COVID-19, and a lot of school works and deadline, physical and mental exhaustion is inevitable (S8)
		Accessibility	Not satisfying due to bad connections, and not easily understand the subject very well unlike face to face (S5)
		Technical problems	The negative experience in the implementation of BDLM is the obstacles, which are internet connection, distractions, and electricity problems.(S6)
			..internet connection is not compatible resulting in absences.(S7)
Positive		**Fun learning experience**	BLDM was fun, I discovered different sides of me because of Performance Tasks and creative outputs (S4) I learned how to be study more by myself (S7). BDLM allows me to work at my own pace, not too overwhelmed with fixed deadlines since modules are retrieved (once?)(S4)
			I learn on how to trust my self and study by myself (S7)
			implementation of BDLM include learning at my own pace, and holding myself accountable whenever I can't finish my modules as early as I can (S9)

		We easily understand the lesson that the instructors are teaching and they provide modules that we can read before and after the class, which is a positive experience (S6)
	Convenience	The positive experience I have encountered in the implementation of BDLM is convenience. Since I have adequate resources such as gadgets and a stable internet connection, it was easy for me to make it as an advantage to find comfort in my own home (S8)
		BLDM was effective in a way that it helps shape a student's capabilities during uncertain time like this (S10)
		I had during this blended learning was that I was able to do things at my own pace, which allowed me to be more productive in doing school works while balancing personal stuff. I also developed a study habit or a work ethic that required me to learn on my own, even with modules to guide me.(S11)
		we needed to learn and put in extra effort to find answers to modules and retain information in the long run (S11)
	Responsiveness of the teachers	For me, BLDM is an effective learning modality because the instructor can explain his topic and we can ask questions if we don't understand it. (S6)
		Not hustling in schedule (S5)
	Health and Safety	the positive side is that i am at low risk of having covid-19 (S2)
	Family time	I get to spend more time with my fam since we're all inside the house (S3)

Coping Mechanism of Students

Category	Theme	Significant Statements
	Exerting effort	i tried answering my modules by myself (S1)
	Seeing Assistance (siblings)	I seek assistance sometimes by consulting my eldee sister. Mostly it's about math because I'm not good at it.(S3)
	Major subjects	Yes, especially in my major subjects, because i can't risk failing that subjects(S2) yes because it is hard for us as a student to learn through online especially for my subject in STEM(S5) Yes, especially on my major subjects (S6)
	Use of apps	
	Groupwork /Collaborative activities	I seek assistance in online learning in terms of using the apps that I'm not familiar with(S3) I think as far as I can remember, in my Accounting subject po. Since it needs collaboration and communication to fully understand the concept behind it.(S4)
	Research work (internet) *Seeking Assistance (friends)*	In answering modules, I asked my teacher if the directions are not clear or If I have a concern. I also communicate with my friends to assess what we learned through sharing our insights/rants about a specific subject. And also, for futher reference and to thoroughly understand the topics, youtube and google are also my go to websites.(s4)

		I seek assistance in online learning through my peers and my friends, not just for learning purposes but also to build relationships socially and emotionally. Because of that, I was able to cope up with stress and anxiety, and also to socialize with other people (S8).
	Research work (online lecture and tutorials)	I seek assistance in answering my modules through internet. Since some topics are very complicated to understand, it is very beneficial to seek assistance such as online tutorials and online lectures to properly apprehend the subject. For me as an accounting student, accountancy, management, and economics subjects are the subjects that I often look though in the internet **(S8)**
		especially in social science because it need a suggestion or comment of others(s7)
	Seeking Assistance (teachers)	Yes, I request aid from my teachers, especially when I am unable to comprehend the task at hand. I have no problem answering the questions, but my main concern is following the given instructions, because most of the time if I don't ask what to do, we end up doing different things, wasting time and becoming unproductive, because directions can be confusing at times, but with proper guidance I was able to adapt and fully comprehend the task at hand(S10). When it comes to online learning or synchronous classes, I find that I understand more than when I'm just doing modules. I rarely seek assistance during online lectures because if I have a question, I may

		ask the professor directly for clarification, which will aid the class in completing the job at hand(S10)
		Yes, at times I do seek assistance from my teacher or classmates. Because at times I really don't understand the discussion. So during consultation periods, I get to ask what part in the discussion I didn't understand, and my professor understandingly explains it to me(S11)

Effectiveness of BLDM Among Students

Category	Theme	Significant Statements
Effective	*Appropriateness of the modality*	It is appropriate with our current situation which is the pandemic that makes us more safe(S2)
	Accessible of the learning materials	Yes, because i can go back to the recorded discussions if i forgot the important details. (S6)
	Self directed learning	Yes because most student will learn on how to study by themselves resulting on making them focus on studying(S7).
		If I'm being completely honest, I don't think blended learning benefits most students, but our status quo necessitates it. With that in mind, I believe it is still preferable to continue with blended learning, but in terms of the system, I believe they should innovate and develop strategies to help students retain knowledge over time. Overall, my experience with blended learning was satisfactory, because I was still able to learn, but it forced me

		to put in a lot of effort because I was studying alone (S10)
		It is effective. this is due to the fact that we get to interact with our professors during discussions, but at the same time get asynchronous classes and read the given ppts and self study. I also think it's healthy in a way that is physically, since we tend to have screen breaks because of the asynchronous classes (S11)
Not effective	*Accessibility*	no, it is inefficient since not all students are capable of accessing any of the BLDM and it is not good in our mental health and physical health (S1)
	Distractions	I strongly believe that it's not an effective way to learn. Because being with my classmates and teachers physically in a traditional school setting is a big factor that helps my learning process. Doing group activities, teamwork and having fun with classmates during or not during the class really makes learning fun and enjoyable. Unlike in BLDM where studying alone inside the house with a lot of distractions is very depressing.(S3)
Either effective or not	*Self directed learning*	I thinks it's a mix of both Yes and No. Yes, it is effective since I work on my own timeline, not much pressure. No, in a sense that I don't have social interaction for so long. (like parang di na po ako marunong makipag socialize after being "homeschooled for a year") . [[And now that I am in college, medyo nahirapan po ako if may mga Synch Classes kami, dahil hindi naman po ako sanay dun. (S4)
	Social interaction	

	Learning modality	Sometimes Yes but most if it are not, you know through online learning is hard though (S5).
	Lack of interaction	For me, I can say that there are some aspects in BLDM that are effective and not that much effective in my learning process. Compared with the traditional learning strategies, BLDM somewhat doesn't have a holistic approach to my overall learning process. It's mainly because of the lack of interaction with my teacher and classmates. This also made it quite hard for me to absorb the lessons in the modules at all once. (S9)

Action Plan among Students

Category	Theme	Significant Statements
Action plans	Academic break	more consideration to students' resources. implement academic break please please please!(S1)
	Provision of learning materials	It would suggest that every facility must be generous and kind enough to give all the demands of the students like PowerPoints and modules that will help the learners to obtain knowledge in their lessons
	Proper Scheduling	I think for students to easily adjust before they go to college, BDLM should reassess on how they will implement limited virtual classes. My suggestions would be Synchronous Classes twice a month (1-2 hrs every 2nd or 4th week: so it is not too tiring. ((++ sana po 'di sabay-sabay subs)) Moreover, mix and match combinations are good too. But please don't overwhelm students with continuous classes from 8 am- 4 pm since we don't know what really is happening in their homes. So, 1 is Scheduling of Limited Synchronous Classes
	Homeroom Guidance Program	
	collaborative activities	

	Proper feedbacking	(para rin po ito sa kumustahan). Number 2 po is Be lenient with deadlines/ activities. 3 would be more interaction for students and teacher, pwede po kayo mag pa games online/kahoot/sli.do na may incentives po?? like for grades or gcash(?).Next po is Feedback, i know it's super hard to juggle everything from checking outputs and making grades and other tasks, pero I think po, giving feedbacks/ simple notes and appreciation for students will be super helpful for them to keep going. Lastly, Make it fun po learning should be enjoyable ♡ it's also for the students' experience and treasured memories, so that if they'll look back, they will remember the good times and not breakdown, backlogs season. Let's be kind to one another, we're still in a pandemic. ✨
	Provision of Interactive activities	Make learning activities that a student will enjoy.(S6)
	Interactive activities	Teachers should make the learning process very interactive and entertaining so that students should listen attentively so that they will be able to understand the lessons. Moreover, teachers should also be considerate in giving a right amount of school works so that students can avoid burnouts.(S8)
	Academic ease	
		I would suggest to give more time for students to accomplish their works especially when their modules are packed with hard activities.(S11)
	Homeroom Guidance Program	Understand each of every student because sometimes we dont know what the student is (s7)

	Proper scheduling and Feedbacking	If I were to suggest a way that could help improve the blended distance learning modality, I think having at least one online meeting every end of the week is a good thing so that teachers could check the learning progress of their students and this would lessen their stress or anxiety in answering their modules. Another way is to have a question and answer part in that online meeting so that the students can easily ask about the tasks that are kind of difficult for them to answer (S9)
	Proper scheduling and feedbacking	If I had to suggest a way to improve blended learning for students, it would be to develop a schedule for students where they are monitored daily in completing tasks at hand, and to create examinations that are proctored through online platforms. This will help students learn more because exams are known to test students' knowledge, so setting schedules for submitting tasks and exams will encourage students to study and prepare, allowing them to retain knowledge even when they are not in the classroom. (S10)