PROJECT C.O.V.I.D.: CONCEPTUALIZING AND OPTIMIZING VARIOUS INTERNET RESOURCES AND PLATFORMS TO DEVELOP MAXIMUM LEARNING ON PRINTED MODULAR MODALITY

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Abstract

The study aimed at conceptualizing and optimizing various internet resources and platforms to develop maximum distance learning on the printed modular modality of the students in SANHS-Ramon Magsaysay Extension. The study utilized an analytical survey design with a quantitative data collection method using a questionnaire. The data-gathering procedure was done through Google Forms. Purposive sampling was utilized to gather responses from 25 teachers regardless of age, gender, length of teaching experience, and specialization. This was used because the sample being drawn was close at hand and, thus, easy to retrieve. The study revealed that the majority of the respondents were female, young aged, had 0-5 years of teaching experience with a random field of specialization, depended on their internet connectivity on the data from their cellphone, majority attended training on distance learning, everyone used mobile phone, and the majority used messenger, Facebook, and google site. It was concluded that as the age increases, the usage of online distance learning platforms decreases. Moreover, age is inversely proportional, and length of service is directly proportional to the use of internet resources. Thus, the study recommends the implementation of a Collaborative Departmental Enhancement on the use of Online Learning Tools and Resources (PROJECT CODE-OLTRs), an innovation designed based on the result of the study to capacitate young and old teachers on various online learning platforms and internet resources to maximize learning on printed modular modality. Also, the conduct of various virtual trainings for teachers and students on using internet resources and platforms.

Keywords: *Internet Resources; Printed Modular Modality; Project C.O.V.I.D.*

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Context and Rationale

The term COVID-19 gave tremors to the world and shock to humanity. This is followed by the closure of establishments, including schools where children learn at their best. Schools as the foremost fountain of knowledge for children, and Bhamani et al. (2020, 10) stressed that school is not just an avenue of social relationships but also subject learning and peer-to-peer interaction alongside creating social skills are forced to shut down due to the dreadful effect of coronavirus.

WHO recorded Coronavirus total deaths of 503 862 out of 10 185 374 cases globally and 21 593 deaths out of 784 931 cases in South-East Asia as of June 2020. This triggered the onset of a "New Normal" in the educational system in the whole world and in the Philippines as well, where the academic school year normally starts in the month of June. The Department of Education Secretary Leonor Magtolis Briones and other Southeast Asian education ministers band together to ensure learning continuity amidst COVID-19. Secretary Briones introduced the BE-LCP (DepEd Basic Education Learning Continuity Plan) as a directive for the department on how to deliver education in the event of the COVID-19 pandemic while ensuring the health, safety, and welfare of all students, teachers, and DepEd personnel. This was done as part of the Philippines' short- and long-term strategies.

True to the Department of Education's (2020) statement, "No Filipino learner will be left behind amidst the crisis," blended learning and online learning were two of the many educational delivery methods. According to the department's poll, parents whose children were enrolled in the past academic year, 2020–2021, preferred the modular learning modality the most. This took into account the fact that some students might reside in distant places with poor internet connectivity.

Adherent to this call, the Zamboanga del Sur Division, prior to the opening of classes, conducted several orientations of teachers and parents on how these printed modules be delivered to the learners. This method of individualized education involves the student using self-study materials and other learning resources with less teacher engagement. (DepEd Order No. 012 s. 2020). Under this method, the teacher's duty was to keep an eye on the student's development. Any method, including text message, phone call, email, or instant messaging, may be used by the student to request help from the teacher.

The abrupt shift from face-to-face to the printed modular modality of learning gave anxiousness to students, parents, and teachers. Shen (2008, 1) pointed out that it is not the nature of the change itself, but rather the nature of the knowledge, abilities, and attitudes of people engaged and how they are expressed in action, which is why educational reforms are frequently viewed as being so challenging. Teachers found it difficult to ensure quality learning based on the "Kumustahan" form, where parents' ability to teach their children in the eight (8) subject learning areas is not enough. The restrictions, such as how parents with various educational backgrounds and no backgrounds at all teach their children in these complicated fields.

Moreover, difficulties in shifting to online to blend and support the printed modular modality are emphasized by parents in Pakistan that problems arise with distance learning when instructors themselves lack the necessary training (Bhamani 2020, 16). Nenko (2020, 1) also proved that the effectiveness of distance learning depends on teachers' and students' preparedness and other factors such as learning materials. Yet, (Jimenez 2021, 1) stressed that the pandemic-related contemporary situation can be met with strength thanks to the enhanced technological and adversity quotients.

Challenges now are on the part of the teachers on how tech-savvy they are to engage various online distance learning platforms and the use of internet resources to ensure quality learning amid this educational crisis.

With that concern, this research was conducted to determine the teachers' basic technical skills readiness and the relationship of the demographic profile to the use of various distance learning platforms and internet resources. Also, the study aimed to ascertain the methods, interventions, and innovations in every school and the government in assisting the teachers and students who were having difficulty in this new learning modality.

Innovation, Intervention, and Strategy

The intervention utilized in this study is **PROJECT CODE-OLTRs (Collaborative Departmental Enhancement on the use of Online Learning Tools and Resources)** an innovation designed based on the result of the study to capacitate young and old teachers on the various online learning platforms and resources to maximize learning on printed modular modality.

All teachers from grades 7 to 10 with the same specializations were grouped accordingly to act as lecturer, walk-in lecturer (in case the lecturer needs assistance in terms of the content), moderator, and technical assistant (to assist everyone technically).

The rotation of roles happened every week. Monday classes for grade 7 in all subject areas, Tuesday for grade 8, Wednesday for grade 9, and Thursday for grade 10, as Friday was the schedule for retrieval and distribution of modules. Schedule and roles are through to all learning areas: English, Math, Science, Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, TLE, and MAPEH.

This also serves as an intervention to fill in the gaps in maximizing distance learning on printed modular modality. This may also serve as coaching and mentoring among teachers. Coaching has a clear place in education to enhance teacher effectiveness and student outcomes. It can be utilized to improve teaching abilities, particularly when implementing new teaching techniques. Additionally, it promotes teachers' professionalism and efficacy as instructors. It supports teachers' professional and personal development in mentoring.

Action Research Questions

This research aimed on conceptualizing and optimizing various internet resources and distance learning platforms to develop maximum distance learning on printed modular modality of the students in SANHS-Ramon Magsaysay Extension for the school year 2020-2021.

Specifically, it sought to answer the following questions:

1. What are the demographic profile of teachers in terms of:
    - 1.1 Gender
    - 1.2 Age
    - 1.3 Length of service
    - 1.4 Specialization
2. What are the basic technical skills of teachers in terms of online learning?
3. What are the most used online distance learning tools?
    - 3.1 Messenger
    - 3.2 Facebook
    - 3.3 Email

3.4 Google classroom
3.5 Zoom
3.6 Microsoft office
3.7 Viber
3.8 Hangouts
3.9 Mobile phone

4. What are the easiest access to online resources?
   4.1. Google Sites
   4.2. DepEd Commons
   4.3. DepEd Tambayan
   4.4. LRMDS
   4.5. Youtube
   4.6. Others
5. What demographic factors are related to the use of online distance learning tools?
6. What demographic factors are related to the use of internet resources?
7. What innovations, interventions, and strategy will cater teachers need to maximize distance learning on printed modular modality?

Action Research Methods

Research Design

The correlational research design was adapted in realizing this pursuit to investigate the relationship without the researcher having any control over or influence over any of the factors. It shows how strongly and in what direction two or more variables are correlated. This study determined teachers' demographic profiles related to the use of various internet resources and platforms to develop maximum distance learning on printed modular modality among students in SANHS-RM Extension.

Participants and Other Sources of Data Information

The participants of this study were twenty-five (25) SANHS-Ramon Magsaysay Extension teachers of Ramon Magsaysay District. The study used a quantitative questionnaire-based data collection technique with an analytical survey methodology. The purposive sampling technique was employed to collect responses from 25 teachers regardless of their age, gender, length of teaching experience, and specialization. This was used because the sample being drawn was close at hand and, thus, easy to retrieve.

Research Instrument

The study used the questionnaire as excerpts from Junus et al. (2021, 139) and Martin, Budhrani, and Wang (2019, 97-119), which includes the demographic profile of teachers and the teachers' basic technical skills readiness.

Data Gathering Procedure

Data gathering was conducted after the approval of the research proposal. Responses were collected through Google Forms, which were sent to the respective teachers through their respective email and to the teachers' group chat.

Afterward, the research tabulated data for statistical treatment. Lastly, the researcher did the discussion and interpretation of data.

Data Analysis

All data was collected and tabulated from the Google form. Correlation analysis was used to analyze the relationships between the (dependent) demographic profile and (independent) teachers' usage of Internet resources and distance learning platforms.

A correlation test was used to determine whether teachers' demographic profiles and most preferred internet resources and distant learning tools correlated. Teachers' basic technical skills readiness was analyzed through percentages to identify how many of the participants answered the particular question.

Results and Discussion

The following findings were presented from the gathered data, analyzed, and interpreted.

Table 1 shows that the majority of the respondents were female (68%), young aged 22-35 (52%), and had 0-5 years of teaching experience (44%) with random field of specialization. This infers that teaching is a woman-dominated profession here in the Philippines. Public elementary and secondary schools have more female teachers than male teachers.

According to the study by Rogayan Jr. (2018) on young Filipino teachers, young professionals choose to teach because of various significant reasons, such as bringing about good change, preparing students for life, inspiring others, promoting values, changing lives, teaching with passion, raising the bar for educational excellence, resolving social issues, sharing information and skills, and helping others realise their dreams.

Table 1: Demographic Profile of Teachers

Demographic Profile		No. of Respondents	Percentage
Gender	Male	8	32%
	Female	17	68%
Age	Between 22-35	13	52%
	36-45	9	32%
	Above 46	3	16%
Length of Service	0-5 years	11	44%
	6-10 years	8	32%
	11-15 years	5	20%
	More than 15 years	1	4%
Specialization	English	5	20%
	Filipino	2	8%
	Science	4	16%
	Math	4	16%
	MAPEH	2	8%
	TLE	4	16%
	ESP	1	4%
	ARALING PANLIPUNAN	3	12%

Table 2 shows that the majority of the teachers depend on their internet connectivity on the data from cellphone (76%), and only a few have home internet (32%)

with cable (12%) and fiber (4%). More than half have a laptop or desktop with internet connectivity (56%), LED or smart television at home with cable (46%).

The majority attended training on Distance Learning (88%), competent in using email (76%), majority can do word processing software (92%), familiar with wikis and webpages (64%), Google Classroom, Edmodo, Google Meet, Zoom, Moodle (92%), several were able to digitally transform the printed curriculum's materials and activities (60%), facilitate online activities like chatting and forum (88%), share lessons and classroom activities on the web (68%), familiar with the ways of integrating technology into curriculum (88%) and believe that digital curriculum is as rigorous as printed curriculum (80%).

Nevertheless, they were not so familiar with blogs (44%), only (52%) believed that engaging students in face-to-face interactions is not necessary for the creation of high-quality learning experiences, and more than half felt capable of conveying and being at ease with online communication of their message (56%).

Table 2. Teachers' Basic Skills Readiness

Type of internet connectivity available	Data from cellphone	19	76%
	DSL, SDSL, VDSL	0	0%
	CABLE	3	12%
	FIBER	1	4%
	Home internet	8	32%
	Satellite and Visat	0	0%

Questions	**Percentage**	
	YES	**NO**
1. I am using laptop or desktop with internet connectivity at home.	**56**%	**44**%
2. I am using laptop or desktop at home but no internet connectivity.	**32**%	**68**%
3. I do not have laptop	**24**%	**76**%
4. I have with me a mobile device connected to the internet.	**84**%	**16**%
5. I have with me a mobile device but no internet connectivity.	**28**%	**72**%
6. I have smart or led television at home with cable access.	**44**%	**56**%
7. I have smart or led television at home without cable access.	**24**%	**76**%
8. I have attended training on Distance Learning (Digital education, Flexible Learning options etc.)	**88**%	**12**%
9. I am competent in using e-mail.	**76**%	**24**%
10. I am competent in using word processing software.	**92**%	**8**%
11. I am able to download files from the internet and upload files	**92**%	**8**%
12. I am familiar with blog	**44**%	**56**%
13. I can create blog	**36**%	**64**%
14. I am familiar with wikis and webpages	**64**%	**36**%
15. I can use social media: (Twitter, Instagram, Facebook, and Messenger) to communicate with my learners	**100**%	**0**%
16. If yes, which social media account you are using?		
17. I am familiar with any of the following management systems(google classroom, Edmodo, google meet, zoom, moodle)	**92**%	**8**%
18. I am able to convert the printed content and activities in the curriculum to the digital form.	**60**%	**40**%

19. I am able to facilitate online activities like chatting and forum	**88**%	**12**%
20. I am able to share my lessons and classroom activities on the web	**68**%	**32**%
21. I can develop electronic learning activities	**68**%	**32**%
22. I can use technology to support my teaching methods	**100**%	0%
23. I am familiar with the ways of integrating technology into curriculum	**88**%	**12**%
24. I believe that digital curriculum is as rigorous as printed curriculum	**80**%	**20**%
25. I believe that high quality learning experiences can occur even without interacting with students face-to-face.	**52**%	**48**%
26. I support the interaction and collaboration among learners as a means of teaching and learning	**100**%	**0**%
27. I recognize that parental involvement and community engagement are important components of digital curriculum	**100**%	**0**%
28. I encourage my learners to share life experiences into the classroom and create activities based on those experiences	**96**%	**4**%
29. I feel comfortable communicating online and feel that I am able to convey my message	**56**%	**44**%
30. I am able to manage my time well in a technology-enriched classroom	**64**%	**36**%
31. I can identify appropriate digital platform	**72**%	**28**%

Table 3 shows that everyone used a mobile phone (100%), the majority used Messenger and Facebook (92%), and only a few used Zoom (40%), email (24%), Google Classroom, and Microsoft Office 365 (20%). Further, it infers that teachers use mobile phones with Messenger and Facebook to reach out to their students during this crisis. A study using Facebook as a learning management system revealed that the majority of students were pleased with their Facebook-based learning experience (Kalelioğlu 2017). The ability to post files, participate in debates, and receive immediate notifications were all valued by the students, and they also preferred a few features and circumstances. Furthermore, another study was conducted on Utilizing Facebook and Messenger Groups as Platforms for Delivering Mathematics Interventions in Modular Distance Learning, and according to the findings, the pretest and posttest scores differ statistically. It indicates that the interventions made through Facebook and Messenger groups assist students in overcoming the difficulties of modular distant learning. Based on the calculated impact size, the teacher's interventions were successful in helping the kids learn arithmetic skills while they were comfortable in their homes. Students benefit from this greater understanding of mathematics topics and enjoy learning independently (Insorio and Olivarez 2021).

Table 3. What are the most used online distance learning tools?

Online Distance Learning Tools	**No. of Respondents**	**Percentage**
Messenger	23	92%
Facebook	23	92%
Email	6	24%
Google classroom	5	20%
Zoom	10	40%

Microsoft Office 365	5	20%
Viber	0	0%
Hangouts	0	0%
Mobile phone	25	100%

Table 4 shows that the majority were Google site users (84%), DepEd Commons and YouTube (60%), DepEd Tambayan (40%), and LRMDS 20%.

A study by Alshahrani, Ahmed, and Ward (2017, 87-106) on how online resources affect student-lecturer interactions in higher education has revealed an improvement in students' academic self-confidence due to the internet's role as a source of information (LOI 5.41–5.66 and POI 83–90%) and academic self-reliance (LOI 4.74–5.24 and POI 66–79%). When conducting internet research, students are more independent. The connection between students and lecturers has also enhanced thanks to the World Wide Web (www). Less face-to-face interaction makes it easier for students to communicate with instructors.

In addition, DepEd Commons, as one of the second most accessible online resources, is a website that public school teachers can use to assist remote learning methods. In order to provide access to online study materials and Open Educational Resources (OER) while maintaining class supervision and in other similar situations, it was created as a straight solution. Aside from DepEd Commons, according to Abbas and Tabarek (2020, 1), YouTube is a crucial educational tool since it engages students and fosters the growth of their minds and creativity. The learning process is significantly impacted by many results because students will experience a more motivating and engaging learning environment. DepEd Tambayan is another platform for professional teachers to voice their ideas and brilliant educational aspirations. Yet, it is not affiliated, associated, authorized, endorsed by, or in any way officially connected with DepEd Philippines. Thus, teachers opted not to use this platform as their main source of information instead, a comparison to what is published on authorized platforms and webpages. As the fourth choice of online resources, the DepEd-LRMDS, which is designed for all and authorized, aims to enable users of the system to directly access digitized versions of resources that are published and kept within the repository, as well as to offer information on the locations of resources (hardcopy and softcopy).

Several online resources are most suitable and reliable as learning material resources, such DepEd-LRMDS, yet very difficult to access, copyright issues, not for free, and many other reasons. Thus, teachers tend to stick with the most easily accessible web pages, such as Google Sites, where instant and various responses are immediately available. Which only requires strong internet connectivity and the right way to search.

Table 4: Most Easy Access Online Resources

Online Resources	**No. of Respondents**	**Percentage**
Google Sites	21	84%
DepEd Commons	15	60%
DepEd Tambayan	10	40%
LRMDS	5	20%
YouTube	15	60%
Others	0	0%

Table 5 shows a strong correlation between age *Pearson's r=-0.930*, length of service *Pearson's r=0.961,* and the use of online distance learning platforms. This further implies that as age increases, the usage of online distance learning platforms decreases because of the negative value of *r,* and as the length of service increases, the urge to use various distance learning tools increases. Yet, there is no significant relationship between age and online learning tools *p=.240*. This may imply that the sample size of respondents needs to be increased to get desirable results.

To defend, a study on the correlation between teachers' demographic profiles and being prepared for distance learning education is closely connected with the duration of teaching experience and specialization. However, the results also suggested that the teachers' ability to provide distance learning education is hampered by a lack of facilities, tools, and capacity building (Alea et al. 2020, 127-144).

Table 5: Demographic Factors Related to the Use of Online Distance Learning Tools

Demographic Profile		**Online Distance Learning Platforms**
Age	Pearson's r	-0.930
	p-value	0.240
Length of Service	Pearson's r	0.961
	p-value	0.179

Table 6 shows a very strong correlation between age *Pearson's r=-0.995*, length of service *Pearson's r=1.000,* and the use of internet resources. This further implies that as age increases, the usage of internet resources decreases because of the negative value of *r,* and as the length of service increases, the urge to use various internet resources increases. Thus, age is inversely proportional, and length of service is directly proportional to the use of internet resources. Moreover, a significant relationship exists between age and length of service to online learning resources *p<0.061 and p<0.001,* respectively. This may imply that the sample size of respondents needs to be increased to get desirable results. The study found that students performed better and instructional methods were more effective the more e-learning resources and technologies were used in a learning environment (Alenezi 2020, 48-56).

Table 6: Demographic Factors Related to the Use of Internet Resources

Demographic Profile		**Internet Resources**
Age	Pearson's r	-0.995
	p-value	0.061
Length of Service	Pearson's r	1.000
	p-value	< .001

Innovations, Interventions, and Strategy: PROJECT CODE-OLTRs (Collaborative Departmental Enhancement on the use of Online Learning Tools and Resources). It is an innovation designed grounded on the result of the study to capacitate young and old teachers on the various online learning platforms and resources to maximize learning on printed modular modality.

All teachers from grades 7 to 10 with the same specializations will be grouped accordingly to act as lecturer, walk-in lecturer (in case the lecturer need assistance in terms of the content), moderator, and technical assistant (to assist everyone technically).

The rotation of roles will happen every week. Monday classes for grade 7 in all subject areas, Tuesday for grade 8, Wednesday for grade 9, and Thursday for grade 10,

as Friday will be the schedule for retrieval and distribution of modules. Schedule and roles are through to all learning areas: English, Math, Science, Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, TLE, and MAPEH (See attached PROPOSED ONLINE CLASS SCHEDULE for PROJECT CODE-OLTRs).

This also serves as an intervention to fill the gaps in maximizing distance learning on printed modular modality. This also serves as coaching and mentoring among teachers. Coaching has a strong relationship with education to enhance teacher effectiveness and student results. Sauntson (2020) asserts that coaching can help teachers improve their instructional skills, particularly when implementing new teaching strategies. Additionally, it promotes teachers' professionalism and efficacy as instructors. It aids the mentor in developing both professionally and psychologically.

Conclusion and Recommendations

The study aims to conceptualize and optimize various distance learning platforms and internet resources to develop maximum distance learning on printed modular modality. It determined the demographic profile of teachers and the basic technical skills of teachers in terms of online learning. This study also highlighted the relationship between teachers' demographic profiles and various distance learning platforms and Internet resources.

The data revealed that although teachers have undergone training on different online platforms, their preference for exploring and usage was either monotonous or limited to Facebook, Messenger, and Google Sites for learning resources. In fact, there are more learning resource webpages that offer quality assured, organized as to what is needed, authorized, and, most importantly, designed basically for the learners based on the most essential learning competencies spirally. The findings further revealed that young teachers were more adventurous in engaging and exploring different online learning platforms and learning resources than middle-aged teachers who tended to stick with Facebook, Messenger, emails, and Google sites.

Therefore, Project CODE-OLTRs (Collaborative Departmental Enhancement on the use of Online Learning Tools and Resources) is strongly advised to equip new and experienced teachers with the many online learning resources and platforms to maximize learning on printed modular modality. Future researchers are urged to uphold the basics of teamwork in their fields to support and foster teachers' personal development. Additionally, teachers can use collaborative techniques across their divisions or districts.

Action Plan

Objectives	Programs/ Projects	Strategies/ Activities	Persons Involved	Time Frame	Resources Needed	Expected Output
Phase I Pre-Implementation 1. To plan schedule and activities for teaching collaboration using online distance learning platforms and resources 2. To orient involve teachers on the mechanics of ***PROJECT CODE-OLTRs*** 3. To assign teachers on their specific function.	-***PROJECT CODE-OLTRs*** ***CO*** - Collaborative ***D*** - Departmental ***E*** –Enhancement on the use of ***O*** – Online ***L*** - Learning ***T*** –Tools/platforms ***R*** - Resources	Conduct meeting with the principal, HT and teachers Create or Proposed online class schedule for the JHS and SHS Orient the teachers on the need of teaching collaboration using various online platforms and resources to maximize learning on printed modular modality and at the same time helping each other to familiarize best online distance learning tools and resources.	Principal HT All Teachers	Dec 3 2021	Internet connection Laptop Cellphone Bond Paper	**Minutes of the meeting** **Attendance during the meeting**

Objectives	Programs/ Projects	Strategies/ Activities	Persons Involved	Time Frame	Resources Needed	Expected Output
Phase II- Implementation • Conduct of Online Classes to maximize learning on printed modular modality using various platforms (Google Meet, Google Classroom, Google forms and Zoom) and resources (Google sites, LRMDs and DepEd Commons)		Schedule of Online Classes: Monday -Grade 7 Tuesday- Grade 8 Wednesday- Grade 9 Thursday- Grade 10 Friday- Retrieval and Distribution of Modules	By Department: **SCIENCE, MATH, ENGLISH, FILIPINO, AR PAN, ESP, MAPEH TLE** ● **Lecturer** (Subject Teacher) ● **Walk in Lecturer** (in case of absence) ● **Moderator** ● **Technical Assistant**	Dec 6-9 13-16 2021		**#NoTeacherShallLeftBehind** **All teachers be able to master the use of various online learning tools/platforms and resources** ◆ 95% the conduct of online distant learning to maximize learning on printed modular modality. ◆ 100% able to do their task as lecturer, walk in lecturer, moderator and as technical assistant which mean

						that everyone able to cope with the new way of teaching using various online platforms and resources.
Objectives	**Programs/ Projects**	**Strategies/ Activities**	**Persons Involved**	**Time Frame**	**Resources Needed**	**Expected Output**
Phase III- Evaluation ● Success implementation of ***PROJECT CODE-OLTRs***						◆ 100% of the teachers of SANHS-RM Extension can now manipulate and use different online learning platforms and resources. Increased academic achievement of the students and MPS.

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Financial Report

ITEMS	QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
1	3	ream	Short Bond paper 80 GSM	245.00	735.00
2	3	ream	Long Bond Paper 80 GSM	320.00	960.00
3	3	refill bottle	T664 printer ink Cyan	375.00	1125.00
4	3	refill bottle	T664 printer ink yellow	375.00	1125.00
5	3	refill bottle	T664 printer ink magenta	375.00	1125.00
6	3	refill bottle	T664 printer ink black	375.00	1125.00
				SUBTOTAL:	
7	6	instance	Binding of documents P150	100.00	600.00
				SUBTOTAL:	600.00
				GRAND TOTAL:	**₱6,795.00**

Appendix A

Survey Questionnaire

PROJECT C.O.V.I.D.:
Conceptualizing and optimizing various internet resources and platforms to develop maximum learning on printed modular modality

Dear Respondents,

All data collected will be hold with utmost confidentiality.

Demographic Profile:

Name: (Optional)

Gender:

☐ Male
☐ Female

Age:

☐ Between 22-35
☐ 36-45
☐ Above 46

Length of Service:

☐ 0-5 Years
☐ 6-10 Years
☐ 11-15 Years
☐ More than 15 years

Specialization: _____

Teachers' Basic Technical Skills Readiness

Type of Internet Connectivity

☐ Data from cellphone
☐ DSL, SDSL, VDSL
☐ Cable internet access
☐ Fiber to the home
☐ Home internet
☐ Satellite and Visat
☐ Others Specify:_____

Questions	YES	NO
1. I am using laptop or desktop with internet connectivity at home.		
2. I am using laptop or desktop at home but no internet connectivity.		
3. I do not have laptop		
4. I have with me a mobile device connected to the internet.		
5. I have with me a mobile device but no internet connectivity.		
6. I have smart or led television at home with cable access.		
7. I have smart or led television at home without cable access.		
8. I have attended training on Distance Learning (Digital education, Flexible Learning options etc.)		
9. I am competent in using e-mail.		
10. I am competent in using word processing software.		

11.I am able to download files from the internet and upload files		
12.I am familiar with blog		
13.I can create blog		
14.I am familiar with wikis and webpages		
15.I can use social media: (Twitter, Instagram, Facebook, and Messenger) to communicate with my learners		
16. If yes, which social media account you are using?		
17.I am familiar with any of the following management systems(google classroom, Edmodo, google meet, zoom, moodle)		
18. I am able to convert the printed content and activities in the curriculum to the digital form.		
19.I am able to facilitate online activities like chatting and forum		
20.I am able to share my lessons and classroom activities on the web		
21.I can develop electronic learning activities		
22.I can use technology to support my teaching methods		
23.I am familiar with the ways of integrating technology into curriculum		
24.I believe that digital curriculum is as rigorous as printed curriculum		
25. I believe that high quality learning experiences can occur even without interacting with students face-to-face.		
26.I support the interaction and collaboration among learners as a means of teaching and learning		
27.I recognize that parental involvement and community engagement are important components of digital curriculum		
28.I encourage my learners to share life experiences into the classroom and create activities based on those experiences		
29.I feel comfortable communicating online and feel that I am able to convey my message		
30.I am able to manage my time well in a technology-enriched classroom		
31.I can identify appropriate digital platform		

What are most used online distance learning tools:

- ☐ Messenger
- ☐ Facebook
- ☐ Email
- ☐ Google classroom
- ☐ Zoom
- ☐ Microsoft office
- ☐ Viber
- ☐ Hangouts
- ☐ Mobile phone

What are the most easy access online resources?

- ☐ Google Sites
- ☐ DepEd Commons
- ☐ DepEd Tambayan
- ☐ LRMDs
- ☐ Youtube
- ☐ Others