

I. INTRODUCTION

The Department of Education is directing all schools to optimize continuous quality improvement on school operations to ensure school excellence in the new learning environment. There is a need for every school to prepare systematic, effective, adaptive, and enhanced learning continuity operations in a safe and secure learning environment. In this regard, the University of Baguio Basic Education needs to enhance the learning process and implement innovative strategies and programs in order to provide a meaningful and productive learning process.

One of the determining successes of any school is the academic performance of the learners. In order to have a good academic performance for the learners, the learning environment must be prepared for this purpose. One of the challenges in this new learning environment is the implementation of Hybrid Flexible Learning where students' needs must be considered so that no one will be left behind.

The University of Baguio, cognizant of the challenges brought about by the COVID-

19 pandemic, shares with its stakeholders' concerns about the future of the educational sector. Given the fluidity and uncertainty of the situations, the University believes that education should continue, not anymore with the usual set-up of face-to-face interactions of teachers and learners in the classroom, but with the new way of learning and teaching experiences.

For the Academic Year 2023-2024, and most likely extends to the future depending on the COVID-19 situation, the University of Baguio Basic Education will still be adopting the class set-up of Flexible Learning Modality.

The Flexible Learning Modality places the learners in an environment that allows them to be more self-directed, engaged, and responsible for their learning. In-person classes, Synchronous (Online) Classes, and Asynchronous (offline) Activities are designed to guide the students to acquire the necessary knowledge and skills and deepen their understanding.

The University of Baguio recognizes that this setup may be challenging to the parents, the learners, and the teachers. However, more importantly, with the efforts of the teachers to design authentic learning experiences for the learners, this new set-up ensures that the learners will master more than just the Most Essential Competencies mandated by the Department of Education.

To ensure further that the learners will be achieving the much-needed competencies, the tasks or activities to be designed are those that will require or need the least assistance from the parents/guardians.

It is the utmost commitment of the University of Baguio to provide its learners with the education that they deserve, with the terminal objective of nurturing their academic and social skills, and ethical values while engaging them in a fun and holistic learning environment.

II. DEFINITION OF TERMS

Asynchronous Activity- any activity designed by the teacher for the learners to do or accomplish on their own and at their own pace, within a reasonable time frame. This allows for flexibility considering the learning pace of the learners, availability of devices, working time of learners, availability of parents to assist their child, and strength of internet connection, among others.

Blended Learning - a combination of learning activities wherein a part of the lesson is delivered online while the other part is handled in the actual physical setting of a classroom

Distance Learning- a form of learning without face-to-face contact with the teacher and delivered via telecommunications; learning that is delivered via computer using platforms such as Google Classroom, G-suite, Google Meet, Zoom, and other appropriate or applicable platforms.

This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

Flexible Learning - the design and delivery of programs, courses, and learning interventions in such a way as to cater to student demands for variety, access, recognition of diverse learning styles, and student control over and customizability of the learning experience. It provides flexibility to the student in terms of time/pace, place, access, and/or delivery mode.

HyFlex Learning - refers to the mode of learning wherein students online and students in-person attend a class simultaneously.

In-person Classes- refer to conducting classes through instructional interaction that occurs physically and in real-time between teachers and students in the classroom.

Learning Module- the instructional material with independent learning characteristics that outlines the lessons/topics in a logical and sequential order, guiding learners

through the content and assessments in the order specified by the teacher. It includes files, web links, discussion topics, assignments, tests and quizzes, and other assessment activities.

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 for assistance from the teacher via email, telephone, and/or text message/instant messaging. Any member of the family or other stakeholder in the community needs to serve as para-teachers.

Online Distance Learning- this features the teacher as a facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have a good and stable internet connection. It is more interactive than the other types of distance learning. The responses are real-time. The learners may download materials from the internet, complete and submit assignments online, and attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies.

Online Learning- refers to teaching and learning which relies on the use of online resources, and where the learners and teachers, and classmates do not meet in person.

Synchronous Activity- is any activity designed by the teacher to be done by the learners at an exact time, and in a virtual place that has been agreed upon or announced earlier by the teacher. Here, the teacher facilitates a class in real time to teach the lesson, to explain a concept, or to demonstrate a skill.

III. FEATURES OF FLEXIBLE LEARNING

A. The University of Baguio Basic Education Flexible Learning has the following characteristics:

1. SYSTEMATIZED

The flexible learning set-up does not seek to reinvent the traditional school day for the learners, rather it will provide them with learning situations that they are accustomed to. The class schedules are structured to emphasize learning more than anything else. The learners are therefore engaged in more independent learning activities which embrace listening to a live or pre-recorded lecture, reading reference materials, studying and understanding their learning modules, participating in synchronous or asynchronous class discussions, doing an individual task, taking or doing an assessment activity, and interacting with classmates.

As such, the learners need to be "on task" in order to achieve the learning outcomes. These tasks may include listening to live or pre-recorded lectures, reading reference material, participating in a discussion (synchronous or asynchronous), doing an individual task, taking or doing an assessment activity, or interacting with classmates.

The classes will follow a fixed daily schedule per grade level. Each school week will be composed of synchronous and asynchronous activities, and in consideration of the learners' screen time, break times are provided.

The structured class setup shall include:

- a. **Daily check-ins** - Each school day begins with a signing-in, and checking of attendance. The class then proceeds with a class prayer, monitoring of student well-being, and giving reminders. Daily class routines will be done.
- b. **Academic Learning Time** - The teaching-learning process is organized to make it manageable for the learners. The class schedules are so arranged to allow sufficient break time, at the same time ensuring academic learning.
- c. **Regular Consultation Periods** - Consultation periods are allotted to ensure that learners' concerns are attended to right away. The consultation may be initiated by the teacher, a learner, or a parent for academic or other school-related concerns.
- d. **Shortened Academic Periods** - A particular shortened academic schedule will be followed on an alternate weekly basis to allow for non-academic activities. These activities may include guidance or formation sessions, homeroom periods, organization or co-curricular activities, and other blended activities that support the students' well-being.

2. ADAPTABLE

Topics and lessons in the different subjects are designed to allow a variety of delivery modes in consideration of the learners' different situations: with or without the latest learning technologies/facilities/devices; with or without strong internet connectivity; no connectivity. As such, no learner will be left behind because the modules may come in the form of low-bandwidth versions of online learning materials, or readily printable modules which may be picked up from school when necessary.

3. HOLISTIC

The schedules are structured in a way that academic and non-academic activities are accommodated. The class activities will also allow for individual and collaborative tasks to ensure that the learners get to know their classmates. The University seeks to develop learners who will excel not only in their academics but also who are imbued with values and equipped with skills necessary for higher learning.

4. DEPENDABLE

Personal information and details about the learners, as well as their class works, images, and videos, will be collected purely for school and academic purposes. In order to protect every learner, official platforms will be determined by the school for the submissions by the learners. Learning tasks and activities will be carefully prepared; online materials, links, and sites will be carefully scrutinized by the Teachers and review done by the Assistant Principal/Principal to

ensure the suitability of learning tasks to the age and level of the learners implemented by the school.

5. RELEVANT

The University of Baguio Basic Education ensures that its curriculum encompasses and prioritizes the most essential competencies identified by the Department of Education for the curriculum year amidst the COVID-19 pandemic. The University of Baguio however will not limit itself to just the most essential competencies but direct further its curricular goals to the absorption of knowledge, and the development of 21st century skills by its learners.

B. PROGRAMS

To provide meaningful and fulfilling experiences for the learners while studying and at the same time dealing and coping with the crisis of the COVID-19 pandemic, nurturing their academic and non-academic experiences is extremely significant. To attain the objective of providing the learners with these nurturing learning experiences, the University of Baguio Basic Education attends to these academic and non-academic agenda.

1. Academic Programs

- a. **Content** - The subject contents are carefully organized and structured to cover not only the most essential learning competencies but also all other important competencies and skills that will prepare the learners for higher learning, and for life in general.
- b. **Delivery** - The UB Basic Education continues to deliver learning experiences anchored on the Blended Learning Modality. Further, self-learning modules will be the primary instructional materials. The modules include the lessons that correspond to particular competencies to be mastered. Formative and summative assessments will be provided as means to master the concepts and develop the essential skills of the learners. Teachers will provide constant feedback to guide and direct the student's attainment of the learning goals.
- c. **Grading** - Except for Preschool learners where academic marks are simplified to give feedback or measure the learners' observable performance, learners in Grades 1 to Grade 12 will be given numerical scores or grades in their activities or performances. Where the activities or assessment measures cannot be scored per item, holistic and analytic rubrics will be used to assess the other outputs of the learners. In the meantime, the University of Baguio will still be adopting the Department of Education K to 12 Basic Education Program standards and competency- based grading system found in the Curriculum Guides. Learners from Grades 1 to 12 are graded on written work, performance tasks, and quarterly assessments (DepEd Order No.8 s. 2015). The grading system is subject to changes in compliance with the latest directives or issuances by the Department of Education.

2. Non-Academic Programs

- a. **Guidance Services** - The University of Baguio remains cognizant of the learners' well-being, especially in keeping with the demands of shifting to the new class setup and having to be more engaged, and more responsible for their learning. To keep in touch with the learners and provide them support in their mental and emotional health, the school's Guidance Counsellor or Student Development Facilitator is available online, through the e-counseling platform for the learners' counseling needs. The Guidance Counsellor/Student Development Facilitator or the student and parent can initiate the counseling session.
 - b. **Student Activities** - To discover and enhance the learners' other potentials, the University of Baguio continues to provide co-curricular opportunities for them to have gainful experiences that will supplement their academic learning. Activities of recognized clubs and student organizations will be conducted online and in-person.
 - c. **Code of Discipline** - The University of Baguio strongly believes that effective discipline is a collaborative effort between the school and the home. Such partnership will promote genuine character formation, discipline, and good character among the learners. Feedback mechanisms and a modified code of discipline tailored to the new teaching-learning setup will be made available, and implemented.
3. **Advisory Period** - The learners will still be grouped into sections/classes under the care of an assigned class adviser. The class adviser will be in charge of the general well-being of the students and will serve as the key contact of the parents and pupils for school-related matters. The class adviser during the homeroom period will interact with the students, and facilitate the interaction among the learners in the advisory class.