



EXPLORING ISSUES AND CONCERNS ON THE IMPLEMENTATION OF SCHOOL LEARNING CONTINUITY PLAN ROAD MAP FOR SCHOOL IMPROVEMENT IN LIGHT OF COVID 19

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ABSTRACT

This study aimed to determine the relationship between the issues and concerns on the implementation of school learning continuity plan road map for school improvement in light of Covid 19. Relating to this, it sought to answer the following questions: 1. What are the issues on the implementation of Bukal National High School Learning Continuity Plan in terms of: 1.1. Health and safety Concerns 1.2. Accessibility 1.3. Readiness and Support mechanism 1.4. Cultures of equity? 2. What are the concern on the implementation of Bukal National High School Learning Continuity Plan in terms of: 2.1. Learning Materials 2.2. Modes of Learning Delivery 2.3. Assessment 2.4. Work and Learning Environment? 3. What are the content of School Improvement Plan in terms of: 3.1. Student Development 3.2. Staff Development 3.3. Curriculum Development 3.4. Physical Development 3.5. Stakeholder Support? 4. Is there a significant relationship between the issues and concerns on the Implementation of Bukal National High School Learning Continuity Plan and the School Improvement Plan? Since the study was about the Issues and Concerns on the Implementation of School Learning Continuity Plan forty (40) Teachers from Cavinti District and forty (40) Parents from Bukal National High School will be the respondents of the study. They were considered as evaluators of the study since they are knowledgeable, and beneficiaries of the said study.

The issues and concerns on the implementation of Bukal National High School Learning Continuity Plan where all very high in terms of each indicators. The content of School Improvement Plan where all very high except student development which was only high. There is no significant relationship in terms of Teacher Issues and Concerns on the Implementation of School Learning Continuity Plan and the School Improvement but there is significant relationship on Parents Issues and Concerns in all indicators except Cultures of Equity that shows significant relationship on the implementation on School Improvement Plan. Therefore, partially accepted

Based on the evaluation of School Learning Continuity Plan as evaluated by the respondents through minimal modification is suggested. It is highly recommended that School Learning Continuity Plan must be anchored on DepEd's Mission and Visions in delivering quality education amidst pandemic that would address the different issues and concerns, it may varied from one modality to another and based on the school locality and stakeholders capability.

Key Words: School Learning Continuity Plan, Self-Learning Module, Accessibility, Assessment, Readiness, Content, Learning activities, Learning Delivery Modalities

I. INTRODUCTION

For months now, our united efforts against the COVID-19 pandemic are producing promising results in defeating the unseen threat. Still, our country and the world at large are facing new challenges brought about by this unforeseen public health crisis.

As we continue to confront the issues brought about by the pandemic, the Department of Education (DepEd) are addressing challenges in the basic education through the Learning Continuity Plan (LCP), which will be in effect by the time School Year 2020-2021 opens on August 24, 2020 and later adjusted on October 5, 2020.

The Learning Continuity Plan is a major response and commitment in ensuring the health, safety, and well-



being of our learners, teachers, and personnel in the time of COVID-19 while finding ways for education to continue amidst the crisis for the upcoming school year.

Putting it into perspective, DepEd delayed the opening of classes to ensure that our learners and teachers are given time and be properly equipped to adjust to this new learning environment. Policies will also be continuously guided by science and by the advice of our health experts. Education can and must continue but only under the conditions and health protocols set by the DOH and the World Health Organization (WHO).

Department of education repeatedly consulted and collaborated with its partner institutions and organizations in crafting the Learning Continuity Plan, which includes key features on K-12 curriculum adjustments; alignment of learning materials; various modalities of delivery; and corresponding teacher and parent/guardian training for home schooling. These modifications on certain policies and practices were necessary steps in adapting to the “new normal” while still remaining true to the framework of Sulong EduKalidad and Education Futures.

II. OBJECTIVES

Despite of the combined efforts of school head, and Teachers of Bukal National High School and also the parents, the undeniable fact that learners’ inability to think creatively and critically cannot be ignored. The development of these skills needs immediate attention to prepare the learners in more difficult and challenging level of education and later in the world of employment.

Developing critical thinking as a lifelong skill was fused in the Philippine Educational Curriculum. It had long been targeted by schools and teachers throughout the country. But the development of equally important, creative thinking skills was given less priority.

Specifically, this study aimed to seek answers the following questions:

1. What are the issues on the implementation of Bukal National High School Learning Continuity Plan in terms of:
 - 1.1. Health and safety concerns;
 - 1.2. Accessibility;
 - 1.3. Readiness and support mechanism; and
 - 1.4. Cultures of equity?
2. What are the concerns on the implementation of Bukal National High School Learning Continuity Plan in terms of:
 - 2.1. Learning materials;
 - 2.2. Modes of learning delivery;
 - 2.3. Assessment; and
 - 2.4. Work and learning environment?
3. What are the content of School Improvement Plan in terms of:
 - 3.1. Student development;
 - 3.2. Staff development;
 - 3.3. Curriculum development;
 - 3.4. Physical development; and
 - 3.5. Stakeholder support?
4. Is there a significant relationship between the issues and concerns on the Implementation of Bukal National High School Learning Continuity Plan and the School Improvement Plan?

III. METHODOLOGY

Since the study was about the Issues and Concerns on the Implementation of School Learning Continuity Plan forty (40) Teachers from Cavinti District and forty (40) Parents from Bukal National High School will be the respondents of the study. They were considered as evaluators of the study since they are knowledgeable, and beneficiaries of the said study.

According to Watson, Roger. Nursing Standard (2014+). Survey Research is the most fundamental tool for all quantitative outcome research methodologies and studies. Surveys used to ask questions to a sample of respondents, using various types such as online polls, online surveys, paper questionnaires, web-intercept surveys, etc.

By conducting survey research, a researcher can ask multiple survey questions, collect data from a pool of customers, and analyse this collected data to produce numerical results. It is the first step towards collecting data for any research.

It also used Minitab 14 in computing the data gathered and treated them statistically using Paired t-test. The computed p-values were compared to the level of significance at 0.05 to determine the significant difference



among the ratings given by the group of respondents on the Issues and Concerns on Implementing the School Learning Continuity Plan.

IV. RESULTS AND DISCUSSION

Being a part of the education sector, it is of continuous learning is of great importance amidst the pandemic thus, School Learning Continuity Plan was implemented however issues on its implementation unavoidably arise. In this study issues on the implementation of SLPC were described in terms of health and safety concerns, accessibility, readiness and support mechanism and cultures of equity and determined by the weighted mean.

Issues on the Implementation of , School Learning Continuity Plan in terms of Health and Safety Concerns, Accessibility, Readiness and Support mechanism, Cultures of equity, as Teachers and Parents perceived the level of School Learning Continuity Plan as very high this means that the variables mention above are one of the concerned on the implementation of learning continuity plan.

Concern on the implementation of Bukal National High School Learning Continuity Plan in terms of: Learning Materials, Modes of Learning Delivery, Assessment, Work and Learning Environment as rated by the Teachers and Parents were very high, this means that the above mentioned variables are one of the concern on the implementation of learning continuity plan.

School Improvement Plan in terms of: Student Development, Staff Development, Curriculum Development, Physical Development, Stakeholder Support as rated by the Teachers and Parents were very high this means that the following variables under the school improvement plan are one of the issues on the implementation of learning continuity plan except the variable student development as rated by the parent as high.

Significant Relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan and the School Improvement Plan

Minitab 14 was used in computing the data gathered and treated them statistically using Pearson Correlation Coefficient. The computed p-values were compared to the level of significance at 0.05 to determine the relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan and the School Improvement Plan

Table 1. Significant Relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Health and safety Concerns and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Health and safety Concerns	Student Dev.	-0.188	Very low	0.247	Not Significant
	Staff Dev.	-0.156	Very low	0.338	Not Significant
	Curriculum Dev.	0.030	Very low	0.855	Not Significant
	Physical Dev.	-0.092	Very low	0.574	Not Significant
	Stakeholder Support	0.074	Very low	0.171	Not Significant

*significant at .05 level of significance

Legend:

Range Degree of Correlation

±1	Perfect Correlation
±0.90 – 0.99	Very High Correlation
±0.70 – 0.89	High Correlation
±0.40 – 0.69	Moderate Correlation
±0.20 – 0.39	Low Correlation
±0.01 –0.19	Very Low Correlation
0	No Correlation

Since the computed p-values were compared to the level of significance at 0.05 to determine the relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan and the School Improvement Plan. The table above shows that there is no significant relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Health and safety Concerns and the School Improvement Plan

**Table 2. Significant Relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Accessibility and the School Improvement Plan**

Variables	r-value	Degree of Correlation	p-value	Analysis	
Accessibility	Student Dev.	0.074	Very low	0.648	Not Significant
	Staff Dev.	0.124	Very low	0.445	Not Significant
	Curriculum Dev.	0.306	Low	0.055	Not Significant
	Physical Dev.	-0.106	Very low	0.516	Not Significant
	Stakeholder Support	0.221	Low	0.171	Not Significant

*significant at .05 level of significance

The table above showed that there is no significant relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Accessibility and the School Improvement Plan

Table 3. Significant Relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Readiness and Support mechanism and the School Improvement Plan

Variables	r-value	Degree of Correlation	p-value	Analysis	
Readiness and Support mechanism	Student Dev.	-0.181	Very low	0.263	Not Significant
	Staff Dev.	0.048	Very low	0.767	Not Significant
	Curriculum Dev.	0.090	Very low	0.582	Not Significant
	Physical Dev.	-0.115	Very low	0.480	Not Significant
	Stakeholder Support	0.096	Very low	0.556	Not Significant

*significant at .05 level of significance

Table 3 showed that there is no significant relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Readiness and support mechanism and the School Improvement Plan

Table 4. Significant Relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Cultures of Equity and the School Improvement Plan

Variables	r-value	Degree of Correlation	p-value	Analysis	
Cultures of Equity	Student Dev.	-0.028	Very low	0.865	Not Significant
	Staff Dev.	-0.099	Very low	0.541	Not Significant
	Curriculum Dev.	0.243	Low	0.130	Not Significant
	Physical Dev.	0.101	Very low	0.536	Not Significant
	Stakeholder Support	0.148	Very low	0.362	Not Significant

*significant at .05 level of significance

Table 4 showed that there is no significant relationship between the Teacher-Issues on the Implementation of School Learning Continuity Plan in terms of Culture of Equity and the School Improvement Plan

Table 5. Significant Relationship between the Teacher-Concerns on the Implementation of School Learning Continuity Plan in terms of Learning Materials and the School Improvement Plan

Variables	r-value	Degree of Correlation	p-value	Analysis	
Learning Materials	Student Dev.	0.020	Very low	0.901	Not Significant
	Staff Dev.	0.136	Very low	0.403	Not Significant
	Curriculum Dev.	0.244	Low	0.130	Not Significant
	Physical Dev.	-0.068	Very low	0.677	Not Significant
	Stakeholder Support	0.268	Low	0.095	Not Significant

*significant at .05 level of significance

The table above showed that there is no significant relationship between the Teacher-Concern on the Implementation of School Learning Continuity Plan in terms of Learning Materials and the School



Improvement Plan

Table 6. Significant Relationship between the Teacher-Concerns on the Implementation of School Learning Continuity Plan in terms Assessment of and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Assessment	Student Dev.	0.055	Very low	0.738	Not Significant
	Staff Dev.	-0.240	Low	0.128	Not Significant
	Curriculum Dev.	0.250	Low	0.120	Not Significant
	Physical Dev.	0.089	Very low	0.585	Not Significant
	Stakeholder Support	0.072	Very low	0.658	Not Significant

*significant at .05 level of significance

The table above showed that there is no significant relationship between the Teacher-Concern on the Implementation of School Learning Continuity Plan in terms of Assessment and the School Improvement Plan

Table 7 showed that there is no significant relationship between the Teacher-Concern on the Implementation of School Learning Continuity Plan in terms of Modes of Learning Delivery and the School Improvement Plan

Table 7. Significant Relationship between the Teacher-Concerns on the Implementation of School Learning Continuity Plan in terms Modes of Learning Delivery of and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Modes of Learning Delivery	Student Dev.	0.188	Very low	0.246	Not Significant
	Staff Dev.	-0.129	Very low	0.426	Not Significant
	Curriculum Dev.	0.179	Very low	0.270	Not Significant
	Physical Dev.	0.238	Low	0.140	Not Significant
	Stakeholder Support	0.037	Very low	0.822	Not Significant

*significant at .05 level of significance

Table 8. Significant Relationship between the Teacher-Concerns on the Implementation of School Learning Continuity Plan in terms Work and Learning Environment of and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Work and Learning Environment	Student Dev.	0.297	Low	0.063	Not Significant
	Staff Dev.	-0.259	Low	0.107	Not Significant
	Curriculum Dev.	0.231	Low	0.152	Not Significant
	Physical Dev.	0.168	Very low	0.299	Not Significant
	Stakeholder Support	-0.158	Very low	0.331	Not Significant

*significant at .05 level of significance

The table above showed that there is no significant relationship between the Teacher-Concern on the Implementation of School Learning Continuity Plan in terms of Work and Learning Environment and the School Improvement Plan

Table 9. Significant Relationship between the Parent-Issues on the Implementation of School Learning Continuity Plan in terms Health and safety Concerns and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Health and safety Concerns	Student Dev.	0.382	Low	0.015	Significant
	Staff Dev.	0.569	Moderate	0.000	Significant
	Curriculum Dev.	0.729	High	0.000	Significant
	Physical Dev.	0.854	High	0.000	Significant
	Stakeholder Support	0.584	Moderate	0.000	Significant

*significant at .05 level of significance



Table 9 showed that there is a significant relationship between the Parent-Issue on the Implementation of School Learning Continuity Plan in terms of Health and Safety Concerns and the School Improvement Plan.

Table 10 showed that there is a significant relationship between the Parent-Issue on the Implementation of School Learning Continuity Plan in terms of Accessibility and the School Improvement Plan

Table 10. Significant Relationship between the Parent-Issues on the Implementation of School Learning Continuity Plan in terms of Accessibility and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Accessibility	Student Dev.	0.679	Moderate	0.000	Significant
	Staff Dev.	0.564	Moderate	0.000	Significant
	Curriculum Dev.	0.610	Moderate	0.000	Significant
	Physical Dev.	0.497	Moderate	0.001	Significant
	Stakeholder Support	0.883	High	0.000	Significant

*significant at .05 level of significance

Table 11. Significant Relationship between the Parent-Issues on the Implementation of School Learning Continuity Plan in terms of Readiness and Support mechanism and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Readiness and Support mechanism	Student Dev.	0.396	Low	0.011	Significant
	Staff Dev.	0.412	Moderate	0.008	Significant
	Curriculum Dev.	0.460	Moderate	0.003	Significant
	Physical Dev.	0.325	Low	0.041	Significant
	Stakeholder Support	0.315	Low	0.048	Significant

*significant at .05 level of significance

Table 11 showed that there is a significant relationship between the Parent-Issue on the Implementation of School Learning Continuity Plan in terms of Readiness and Support Mechanism and the School Improvement Plan

Table 12. Significant Relationship between the Parent-Issues on the Implementation of School Learning Continuity Plan in terms of Cultures of Equity and the School Improvement Plan

	Variables	r-value	Degree of Correlation	p-value	Analysis
Cultures of Equity	Student Dev.	0.267	Low	0.096	Not Significant
	Staff Dev.	0.159	Very Low	0.326	Not Significant
	Curriculum Dev.	0.091	Very Low	0.576	Not Significant
	Physical Dev.	0.072	Very Low	0.660	Not Significant
	Stakeholder Support	0.488	Moderate	0.001	Significant

*significant at .05 level of significance

The table above showed that there is a significant relationship between the Parent-Issue on the Implementation of School Learning Continuity Plan in terms of Culture of Equity in terms of the variable stakeholder support and the School Improvement Plan. There is no significant relationship between the Parent-Issue on the Implementation of School Learning Continuity Plan in terms of the variables Students Development, Staff Development, Curriculum Development and Physical Development and the School Improvement Plan

**Table 13. Significant Relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms of Learning Materials and the School Improvement Plan**

Variables	r-value	Degree of Correlation	p-value	Analysis	
Learning Materials	Student Dev.	0.545	Moderate	0.000	Significant
	Staff Dev.	0.531	Moderate	0.000	Significant
	Curriculum Dev.	0.748	High	0.000	Significant
	Physical Dev.	0.424	Moderate	0.006	Significant
	Stakeholder Support	0.585	Moderate	0.000	Significant

*significant at .05 level of significance

Table 13 showed that there is a significant relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms of Learning Materials and the School Improvement Plan

Table 14. Significant Relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms Assessment of and the School Improvement Plan

Variables	r-value	Degree of Correlation	p-value	Analysis	
Assessment	Student Dev.	0.651	Moderate	0.000	Significant
	Staff Dev.	0.442	Moderate	0.004	Significant
	Curriculum Dev.	0.665	Moderate	0.000	Significant
	Physical Dev.	0.638	Moderate	0.000	Significant
	Stakeholder Support	0.657	Moderate	0.000	Significant

*significant at .05 level of significance

Table 14 showed that there is a significant relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms of Assessment and the School Improvement Plan

Table 15. Significant Relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms Modes of Learning Delivery of and the School Improvement Plan

Variables	r-value	Degree of Correlation	p-value	Analysis	
Modes of Learning Delivery	Student Dev.	0.548	Moderate	0.000	Significant
	Staff Dev.	0.641	Moderate	0.000	Significant
	Curriculum Dev.	0.924	Very High	0.000	Significant
	Physical Dev.	0.809	High	0.000	Significant
	Stakeholder Support	0.641	Moderate	0.000	Significant

*significant at .05 level of significance

The table above showed that there is a significant relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms of Modes of Learning Delivery and the School Improvement Plan

Table 16. Significant Relationship between the Parent-Concerns on the Implementation of School Learning Continuity Plan in terms Work and Learning Environment of and the School Improvement Plan

Variables	r-value	Degree of Correlation	p-value	Analysis	
Work and Learning Environment	Student Dev.	0.605	Moderate	0.000	Significant
	Staff Dev.	0.653	Moderate	0.000	Significant
	Curriculum Dev.	0.875	High	0.000	Significant
	Physical Dev.	0.773	High	0.000	Significant
	Stakeholder Support	0.763	High	0.000	Significant

*significant at .05 level of significance

The table above showed that there is a significant relationship between the Parent-Concerns on the



Implementation of School Learning Continuity Plan in terms of Work and Learning Environment and the School Improvement Plan

V. CONCLUSION

Issues on the Implementation of School Learning Continuity Plan in terms of Health and Safety Concerns, Accessibility, Readiness and Support mechanism, Cultures of equity, as Teachers and Parents perceived the level of School Learning Continuity Plan as very high this means that the variables mention above are one of the concerned on the implementation of learning continuity plan.

Concern on the implementation of Bukal National High School Learning Continuity Plan in terms of: Learning Materials, Modes of Learning Delivery, Assessment, Work and Learning Environment as rated by the Teachers and Parents were very high, this means that the above mentioned variables are one of the concern on the implementation of learning continuity plan.

School Improvement Plan in terms of: Student Development, Staff Development, Curriculum Development, Physical Development, Stakeholder Support as rated by the Teachers and Parents were very high this means that the following variables under the school improvement plan are one of the issues on the implementation of learning continuity plan except the variable student development as rated by the parent as high.

There is no significant relationship on Teacher-Issues on the Implementation of School Learning Continuity Plan and the School Improvement Plan while there is significant on Parent-Issue on the Implementation of School Learning Continuity Plan except Culture of Equity.

Therefore, the hypothesis stated was partially accepted.

VI. RECOMMENDATION

Based on the evaluation of School Learning Continuity Plan as evaluated by the respondents through minimal modification is suggested. It is highly recommended that School Learning Continuity Plan must be anchored on DepEd's Mission and Visions in delivering quality education amidst pandemic that would address the different issues and concerns, it may varied from one modality to another and based on the school locality and stakeholders capability.

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