

Lecture No. 12

Integrating New Literacies in the New-Normal and Post-Pandemic Curriculum

The educational curriculum is primarily created for the learners. The target outcomes, goals, strategies, techniques, and learning experiences are programmed according to the needs and interests of the learners. Additionally, the curriculum is extended to society so the learner can quickly adapt to their environment.

The people who implement the curriculum, whether developed by technocrats and cascaded among the field implementers or a group of highly dedicated teachers joined by a shared vision and purpose, organize their own goals, aims, and objectives. They select the materials which would assist in attaining set goals, which remain the same despite the ongoing evolution of the educational landscape.

Teachers are regarded as the institution's most valuable resource and are expected to navigate a wide range of complex tasks and responsibilities successfully. Therefore, many schools place a high emphasis on the training of teachers since multiple studies establish a link that teacher training has a good influence on academic instructors' way of thinking about their profession and the teaching practice itself (Simon & Pleschova, 2012).

Let's continue from the Conclusions in Lecture 11

Outcomes-based educational literacy means that the teacher designs the curriculum by starting with a clear picture of what the learner can do after instruction. A relevant performance task derived from the immediate learning outcome is required as evidence of learning that is assessed using a valid rubric.



Photo Collage courtesy of the DepEd Division of Pampanga (2020)

Based on the UNESCO Report on COVID-19 (2020), nearly 1.6 billion students in more than 190 nations across all continents have been impacted by the COVID-19 pandemic, making it the most enormous disruption to education systems in history. Up to 99 percent of the student population in poor and lower-middle-income nations has been affected by the closure of schools and other learning places worldwide. Urgent action is needed from everyone to prevent a crisis in education from becoming a generational disaster. The entitlement to education goes well beyond basic

decency. This fundamental right directly affects the achievement of all other human rights. As the cornerstone of just, egalitarian, inclusive, and peaceful communities, it is a global common good and a fundamental driver of development across all 17 Sustainable Development Goals. Societies cannot maintain peace, prosperity, and productivity if their educational institutions fail. Protect education funding and coordinate impact; build resilient education systems for equitable and sustainable development; reimagine education and accelerate change in teaching and learning; these are all measures the United Nations has recommended to lessen the impact of the COVID-19 pandemic.

DepEd issued DepEd Order No. 12, s. 2020, titled Adoption of the Basic Education-Learning Continuity Plan for S.Y. 2020-2021 in light of COVID-19 in response to the massive challenges of school re-opening of classes, which included the creation of the Basic Education Continuity Plan. Tactical and Strategic Plans were established to guarantee that "education should be a top priority" (Briones, 2020), and adjustments were made to the curriculum and teaching methods to make them more adaptive, contemporary, supportive, and accessible.

Because of these massively drastic changes in the millennium, the educational curriculum has to advance to more flexible disruption-proof features in integrating the new literacies in the new normal and post-pandemic era. Therefore, the following objectives shall be achieved in this lecture.

1. To rearticulate how the five (5) new educational literacies in the 21st century imply curricular updating;
2. To discuss the principles, approaches, and methods of curriculum integration of the new literacies; and,
3. To map the new literacies into the K-12 curriculum of the Philippine Basic Education core subjects.



Let's go ahead.

1. The Five Educational Literacies for Curricular Integration

Innovative educators concerned with boosting student accomplishment look for methods to construct challenging, relevant, and engaging curricula to realize the potential of curricular integration. Instead of being taught alone and in isolation from one another, the topics in today's curricula are integrated into the whole process of a child's growth and development.

In the aftermath of the COVID-19 pandemic and the call for educational advancements, new literacies emerged that paved the way for curricular adaptation and upgrading through integration.

Going back to our earlier lectures, the table below rearticulates how the five new literacies can be uploaded into the teaching and learning processes to direct our activities in integrating them into the curriculum.

| <i>Literacy Area</i> | <i>Curricular Implication</i> |
|---------------------------------------|--|
| <i>Information & Media</i> | <ul style="list-style-type: none"> ➤ Aside from the prescribed textbooks, curricular content can include massive access to information and media. ➤ Use of digital tools and online media applications as instructional support and learning assessment ➤ Online, electronic, and digital technology drive 21st-century learners to communicate, collaborate, and create as practiced in their curricular tasks. |
| <i>Health & Safety</i> | <ul style="list-style-type: none"> ➤ Proper hygiene and sanitation to be included not only in health education but also as a value focus in selected lessons across subject areas ➤ Mental health has become an essential topic for intervention in rapidly evolving communities. ➤ Community work integrates health and safety issues and problems into the lessons. |
| <i>Finance & Economy</i> | <ul style="list-style-type: none"> ➤ Financial management standards and devices have grown with the ever-changing demands of economic development that must be introduced as early as the primary grades. ➤ Practical financial management applications must be a significant component of instruction and learning, transcending the usual theoretical education. |
| <i>Ecology & Nature</i> | <ul style="list-style-type: none"> ➤ In co- and extra-curricular programs, laboratory learning should be included concerning issues and thrusts in sustaining flora and fauna. ➤ Community-based ecological tasks be used as practical learning in related courses. |
| <i>Arts & Creativity</i> | <ul style="list-style-type: none"> ➤ This new literacy is highly applicable in any subject area. The creative outputs of the students can manifest innovative learning. Planning lessons shall include learning objectives that allow students to visualize a solution to a problem posed in class. ➤ Capitalize on the learners' innate creative capacities by encouraging them to collaborate with classmates to create prototypes representing their psychomotor development. |

2. Curriculum Integration of the New-Normal and Post-Pandemic Literacies

Integration of the curriculum covers a wide range of topics since it is not just concerned with the school, its students, and its educators. It is also about the overall growth of society, which is why it is called social literacy. In today's knowledge-based economy, the creation of curricula is an essential component in the process of strengthening an economy. In addition, it offers responses or solutions to the vital situations and problems plaguing the globe, such as those about the environment, politics, socioeconomics, and other concerns, including poverty, climate change, and sustainable development.

To create a civilization, there has to be a series of developmental processes that run in parallel. To begin, the nation's educational system must be designed to protect its national identity while promoting the expansion and consolidation of the economy. The new and emerging literacies brought about by societal shifts and technological progress must be incorporated into educational curricula to provide students with the necessary knowledge, values, abilities, and competencies for social innovation and for leading their country's genuine economic development and sustainability.

The following themes, principles, approaches, and methods tell much about how the new literacies can be integrated into the curriculum.

Principles of an Integrated Curriculum. The curriculum integration process is highlighted by logically embedding specific competencies from globally accepted standards into the teaching and learning process (De Leon, 2020). The integrated curriculum focuses on basic skills, content, and higher-order thinking, mainly manifested during instructional interaction. For instance, in ecological literacy, people are enjoined to be responsible for proper household waste disposal. This competency can be included in Science on the topic of community sanitation. This subject matter can also be tackled in Social Studies.

The students are exposed to the social issue of literacy competency through actual witnessing and practicum. This way, they gain the basic information, goals, and content needed to interact and discuss employing higher-order thinking.

The integrated curriculum connects various curricular disciplines, allowing students to apply the learned skills in real-life situations. This also calls for using multiple learning styles, such as inquiry-based learning, problem-based interaction, collaborative learning, and differentiated instruction.

Multidisciplinary Curriculum Integration. Integrating many disciplines is where the primary focus lies in interdisciplinary work. Educators who use this method could design their own standards based on the topics covered by the various disciplines. There are many approaches to designing a curriculum that incorporates many fields of study, and these approaches often vary in the amount of work that goes into making the

integration work. The Restructured Basic Education Curriculum (RBEC) in place before is the most accurate representation of an interdisciplinary strategy. Araling Panlipunan, Values Education, MAPEH, and EPP/TLE were all included under the umbrella concept of MAKABAYAN as separate but related fields of study. This is an interdisciplinary topic that acted as a testing ground for the development of essential life skills.

In the study area known as MAKABAYAN, an emphasis was placed on cultivating social consciousness, empathy, and dedication to working for the common good. In most cases, the grades obtained in these areas were combined into a single subject area before being applied to the overall grade. A culminating activity was planned for after the week and was supposed to cover all four disciplinary areas.

Interdisciplinary Curriculum Integration. In this method of integrating the curriculum, the focus is placed on interdisciplinary abilities and ideas by having instructors structure and condense the content of the curriculum around joint learning that occurs across subject areas. Although the disciplines may be identified, they are accorded less prominence than they would be in a multidisciplinary approach. For instance, teaching Filipino as a subject allows students to strengthen their language abilities while also referring to information and issues from other disciplines, such as Social Studies. The reporting and discussion of social concerns are two activities that help develop oral communication skills in Filipino.

Furthermore, while employing the concept of interdisciplinary integration, it is necessary to organize the curriculum around common learning areas that apply to a variety of different subject areas—incorporating interdisciplinary talents into disciplines of Science, Mathematics, and English, such as thinking skills, problem-solving, analytical-critical thinking skills, and other similar abilities. Stutt (2018) deems that integration aims to establish concepts beyond the immediate lessons and the skills to apply what is learned.

Transdisciplinary Curriculum Integration. The transdisciplinary approach to integration requires teachers to plan lessons with the needs and concerns of their students as the primary focus. Integrating disciplinary and interdisciplinary concepts, such as project-based learning and negotiation, in the curriculum helps students build transferable abilities useful in everyday life.

When employing the technique of transdisciplinary integration, it is necessary to lay out the curriculum with the needs and concerns of the students as the central focus (Mazilu, 2018). Project-based learning, which entails allowing the students to submit an issue to be solved, is one method that facilitates transdisciplinary integration. Students can create connections between different disciplines through project-based learning, which involves addressing societal problems and answering open-ended questions. It is also possible to accomplish this by using questions posed by students as a foundation upon which to build the program. Students can apply the abilities they acquire in the classroom to real-life scenarios if they learn how to solve issues and ask questions.

3. Mapping the New Literacies into the Curriculum

Integrating the new literacies into the K to 12 curricula across subject areas is aimed to enrich the content, instruction, learning experiences, and assessment so that the students can reasonably achieve the four primary 21st-century skills: learning and innovation, technological and multimedia, communication and interpersonal, and life and career skills.

The mapping chart below suggests how the new literacies can be integrated into the curriculum by determining instructional modifications (De Leon, 2020). The new literacies may be included in instruction and assessment in any subject area beyond those listed. In reality, there is no limit to the number of new literacies that may be included in any given subject area; it all depends on the lessons, the nature of the subjects, and the goals or desired outcomes. The new literacies may be incorporated into as many fields as feasible.

Integration of the New Literacies in the K to 12 Curriculum

(Adapted from De Leon, 2020, pp. 65-66)

| Literacy | Subject Area | Outcome | Strategy | Assessment Output |
|------------------------|---|---|---|---|
| 1. Information & Media | English Filipino Social Studies | Use digital, electronic, and internet-based information in communication, dissemination, and transaction. | Media-assisted Instruction | E-portfolio Blogging/ Vlogging Audio-Video Documentaries |
| | Research | Cite ways to resolve plagiarism issues and determine research protocols | Online resourcing and research Exploratory method | Research report |
| 2. Health & Safety | Science Music, Arts, PE, and Health (MAPEH) <i>Edukasyon sa Pagpapakatao</i> (ESP) – Values Education Social Studies | Practice and promote personal and mental health. | Simulation Community immersion and interaction Peer sharing | Problem-based Task Project-based Activity |

| Literacy | Subject Area | Outcome | Strategy | Assessment Output |
|----------------------|---|---|---|--|
| 3. Finance & Economy | Math | Solve problems in the context of business and investment aspects. | Problem-solving tasks | Practical Work |
| | Technology and Livelihood Education (TLE) | Practice effective techniques in budgeting and income-generating enterprises. | Business simulation and immersion | Business plan and inventory |
| 4. Ecology & Nature | Science Social Studies ESP | Suggest ways how to protect nature and address climate change | Project-based | Documentaries |
| | | Determine the proper and responsible use of our natural resources | Task-based Investigative work | Research Tasks Project Portfolio Learning Reflection Journal |
| 5. Arts & Creativity | MAPEH | Create artwork and artistic designs using indigenous materials | Manipulative tasks Arts studio workshop method | Project designs Crafts |

CONCLUSION:

The new-normal and post-pandemic 21st-century educational curriculum envisions sustainable societies. Integrating new literacies into the curriculum can significantly enrich the K to 12 teaching-learning processes toward preparing future leaders to be globally competent agents of economic sustainability.

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