Salindunong under EDUCator's CIRcle for Community Linkage and Empowerment Program

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ABSTRACT- The Salindunong Program aimed to strengthen the execution of quality extension activities to the needy grade school children with the aim of putting premium on their orientation and preparation in handling their technological learning construct in accordance to the demands of education caused by the pandemic. The extension program is a Developmental activity which feature involves the **CIPP Model** [1] with the following phases: 1.) Needs Assessment, 2.) Program Planning, 3.) Implementation, and 4.) Outcome and Impact. Prior to the execution of the extension program a Memorandum of Understanding (**MOU**) was established between the Teacher Education Program and Sto. Tomas Elementary School, together with the formal identification of participants and their needs. After a series of implementation, a survey questionnaire was administered to the participants which reveals their demographic profile, their expectations on the program, their reasons for attending the sessions and how they utilize their learnings from the session into their schooling. The program subjected the recipients into hands-on technology related activities of which reveals the challenges of the intervention: Internet accessibility, availability of technological resources (cellular phone/tablet/computer) and intervention from the participant's family to further enhance their capacity.

Keywords: Literacy, Session, Technology, Technological pursuit

1. INTRODUCTION

The use and integration of technology in the course of teaching and learning is a challenge imposed by the continuing development on the academic context. As we continue to soar up high to attain the quality teaching and learning construct, we are heading towards the adherence to the continuing academic development which includes the integration of ICT.

As we go on with the fast-paced educational developments, the role of ICT is becoming a basic requirement to all learning fields. The mandate on its inclusion as a basic requirement creates room for improvement and includes package of updates in relation to the upgrade of educational competencies.

Based on various varying needs of our society nowadays emphasis is underscored to the various educational theories and educational practices. These theories and practices are highly intensified so as to maintain the depth and quality of education. It is then a natural context that teacher education must include **new, appropriate,** and **accessible technology** to match the needs of the on-going educational revolution [2]. The present scenario, the inevitable changes and adjustments brought by the COVID19 pandemic, intensifies the need to come up with appropriate interventions to suffice the academic demands of the teaching and learning process.

With the evolving academic culture, the need to retool and update learners is a must. The inclusion of ICT across all fields will at least help both teachers and learners to update their existing knowledge in the course of technology [3].

Hence, the developmental extension program **Salindunong** is contributory on developing and updating learners in dealing with their readiness in the New normal scene in education and gain access to further self-enhancement opportunities. The said program involves orientation, activities in using the Microsoft office, and hands-on experiences to useful technology-related applications to further help the participants commit their learning to memory.

Objectives

The program aimed to indulge the Grade school pupils at Sto. Tomas Saguday, Quirino, in their technological pursuit for their learning construct. Specifically, it helps in the realization of the following:

1. Conduct profiling of participants and needs assessment in relation to their technological pursuit;
2. Conduct orientation and institutionalization of collaborative partnership through MOU;
3. Capacitate the participants on honing their technological capacity through hands-on experience; and
4. Engage participants in activities which will help them deal with self-enhancement (prior to the start of classes due to the impact of COVID19).
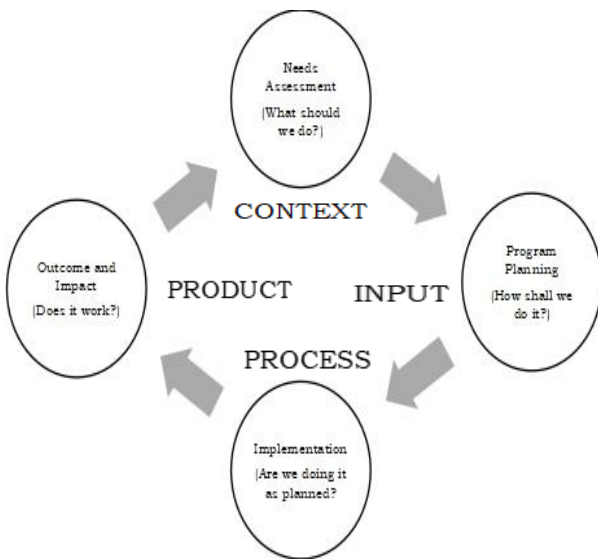
Strategy of Implementation

Figure 1 CIPP Model

2. METHODOLOGY

CONTEXT (Needs Assessment)
A. The extension coordinator coordinates with the Sto. Tomas Elementary School administration and disseminate letters, Memorandum of Understanding (MOU) and IEC Materials for the categorization of the needed extension service/s in their respective area.

B. After the identification of training needs and further coordination a copy of the Proposed Extension Program Design, in response to the Training and Needs Assessment (TNA), was provided.

C. Concerns on the start of implementation, place of implementation (in consideration with the state of COVID19 pandemic, where social distancing should be observed) were settled.

INPUT (Program Planning)
A. The Extension Program coordinator discussed and updated on the adjustments requested by the partner agency (Sto. Tomas Elementary School) with the Project leader and constituents (BEED Faculty and student extensionists).

B. The Project and the Program Leader settled appropriate adjustments on the program execution and prepared the needed materials/documents/resources prior to the start of the training/activities.

PROCESS (Implementation)
A. Orientation of the grade schoolers as the participants of the Salindunong Extension activity was conducted.

B. Gathering of prior and potential experiences from the participants through hands-on experience on the use of technology (starts with the basics of opening and closing the computer, using and manipulating the features of Microsoft Office Word and Powerpoint, utilizing the zoom application, google meet and Microsoft Teams, and experience coding through scratchjr application) [4-8].

The result of the preliminary activity will serve as the springboard on the next interventions which will be given to the participants.

C. The extensionist will start on modelling/demonstrating the manipulation of the computer after which, the participants will be given time to mimic and apply what they have seen and learned. Upon the completion of the first task, they will be indulged into the manipulation of the features of Microsoft Office Word and Powerpoint [4].

In this phase each participant will have one-on-one engagement with the extentionist in an environment where they are free to ask questions and clarifications as they are guided by the extentionist.

D. Enhanced Activities (separate sessions on Microsoft word and powerpoint, zoom, google meet, Microsoft Teams and scratchjr) [4-8].
   a. Microsoft word and powerpoint
      Each participant will be tasked to present their output on Microsoft word and powerpoint using the computer

in front (guide the grade schoolers on the value of spelling and on widening their vocabulary range).

b. Zoom, Google Meet, Microsoft Teams
Provide technological experience on the proper behavior and on the appropriate use of Zoom, Google Meet, and Microsoft Teams during their online classes.

c. Scratchjr
Create a rich experience in basic coding skills through the Scratchjr. application.

During the implementation of the Salindunong activities, parents were also encouraged to attend the orientation so as to strengthen the drive of the program. With parents guiding their children, they also serve as the partners of the extension program as it contributes on providing quality learning and scaffold to their child.

PRODUCT (Outcome and Impact)
A. Output presentation of the participants with the infusion of the appropriate technology gained from the different sessions.
   a. Microsoft word and powerpoint
   The extensionist will provide the participants with individualized and time-bounded hands-on activities on Microsoft word and powerpoint. Grammatically incorrect paragraph (within their level of cognition) will be tasked to each participant for correction.

   The extensionist, on the other hand, will closely supervise the participants on the use of computer's autocorrect feature during the session. The edited output of the participants will be utilized on their powerpoint presentation.

   b. Zoom, Google Meet or Microsoft Teams
   Upon series of sessions on the utilization of zoom, google meet or Microsoft Teams during online classes, each participant will have a one-on-one teleconferencing session with the extensionist. The participant will have the access of becoming both the administrator and the viewer-participant.

   c. Scratchjr
   Using their mobile phones, each participant will showcase their basic coding skill. Each of them will create a coded project and show them in front of the group for viewing, appreciation, and recreation purposes.

B. Monitoring. Teachers and parents of the participants who were subjected with the different sessions, take part on the monitoring of their growth and development in their learning and schooling (blended learning due to the pandemic).

C. Feedbacking. This will further enhance the capability of the participants to better learning outcomes and to help them learn to identify their strengths and weaknesses and work on creating positive learning opportunities. The participants, upon using their potentials gathered from the extension sessions, will reflect on its usage on their learning through a short interview via zoom, google meet or Microsoft Teams.

Further, support from parents and teachers will help validate the quality of the sessions. The extensionist will have an interview session, coupled with a questionnaire checklist, as a manifestation of this phase.

3. ACCOMPLISHMENTS
Highlights of Accomplishments

Orientation, Meetings, and Institutionalization of partnership with the provincial local government unit and the key officials of Sto. Tomas Elementary School were done prior to the start of the project implementation. The project purposively identifies twenty-five participants for the Salin Dunong Program and were subjected into the three sessions (Microsoft Office Word and Powerpoint sessions while 25 or 100% signifies interest both to the Google meet, Zoom, Microsoft Teams and ScratchJr. sessions)[4-8].

Profile of the Recipients

Table1. Age of Participants

Age	F	Percentage (%)
8-9	8	32
10-11	13	52
12-13	4	16
	25	**100**

It was noted that most of the participants are 10-11 years old with 13 or 52%, while 8 or 32 % ages 8-9 and least of the participants are 12-13 years old. The table shows that pupils whose age ranges from 10-11 were much interested into indulging to technological sessions for their learning.

As intensified on the Chatsworth Hills Academy (2017), once a child turns three, they evolve into a new stage of development. These young ones are also active, needing frequent changes and physical experiences. Technology use

in the classroom can meet the needs of these developmental changes, especially exploration, changing styles of play and working at their own pace. At this age, and as they grow into adolescents, students also exhibit a variety of different

Session Category	F	Percentage
Microsoft Office Word and Powerpoint	20	80
Google meet, Zoom, and Microsoft Teams	25	100
SratchJr.	25	100

learning styles. The said claim supports that the age of participants has an impact on their choice of indulgence in technology for learning [9].

Table 2. Sex of Participants

Sex	F	Percentage (%)
Male	16	64
Female	9	36
	25	100

As gleaned from the table, 16 or 64% are male and9 or 36% are female. It was implied that most of the participants of the Salindunong Program which centered on Technology for learning were dominated by male participants.

The study of Nelson and Watson, as cited by Xu and Zhou in her study Adoption of Educational Technology: How Does Gender Matter?, concluded that significant gender differences existed in regard to the equality of access and performance outcomes, and this disparity appeared to start as early as preschool where males consistently spent more time in computing activities than their female peers. Thus, validating the result of the profiling which reveals that male are more interested in technology for learning sessions than female [10].

Table 3. Birth Order of Participants

Birth Order	F	Percentage (%)
Only child	4	16
First child	5	20
Middle child	11	44
Youngest child	5	20
	25	100

As to birth order, the table revealed that 11 or 44% are middle child, 5 or 20% are for both youngest and first child and 4 or 16% are only child. The results showed that majority of the participants were middle child.

As revealed on the Massive Study: Birth Order has No Meaningful Effect on Personality or IQ conducted by the University of Illinois at Urbana-Champaign (2015), first-borns do have higher IQs and consistently different personality traits that those born later in the family chronology. However, the differences between first-borns and later-borns are so small that they have no practical relevance to people's lives [11].

The result of the profiling on the other hand, alters this claim. As revealed on Table 3, there is a difference on the birth order where most of the interested participants were middle child.

For the session category, 20 or 80% signifies interest in participating to the Microsoft Office Word and Powerpoint sessions while 25 or 100% signifies interest on the Google meet, Zoom, and Microsoft Teams and ScratchJr. sessions. Participants were also encouraged to participate across the sessions depending upon their choice. Hence, giving the participants freedom to indulge in every session will help them engage in activities that will hasten self-enhancement in relation to their learning construct. Further, it also helps them identify their own strength and weaknesses in their technological pursuit for a better learning opportunity.

4. RESULTS AND DISCUSSION

THEME 1. What are your expectations on the extension service which the Salindunong program offers?	F	%
Experience using the computer and explore how it works for my learning.	15	60
Use the mobile phone for online class sessions without worrying on its improper/inappropriate usage.	7	28
Learn while having fun.	3	12

The participants were subjected to an interview session after each activity to further validate the observed impact of the Salindunong Program. 15 or 60% joined the sessions for them to experience using the computer and explore how it works for their learning. 7 or 28% looks forward to using their mobile phone for online class sessions without worrying on its improper/inappropriate usage, and 3 or 12% are looking forward to learn from the sessions while having fun.

Theme 1 presents the participants' expectations on the extension program. Participant 1 mentioned, "Kayat ko met nga maiggaman ken mapadas mi met nga gamitin iti kompyuter ta idyay school ket ni lang met ma'am ken agidyay adda kompyuter na ti aggamgamit. Mabuteng ni ma'am nga ipagamit dyay kompyuter ta baka mapirdi mi."

(I want to experience using and manipulating the computer since in school, only the teacher and those with computers at home are allowed. Our teacher thinks that we might improperly use or damage the computer.)

Participant 2 reacts, "Kanayon nga adda ni inang ko ken kakabsat ko basta adda Online class ta baka maiddep wennu tila adda mapindot ko idyay cellphone isu nga kayat ko masursuro nga gumamit iti google meet ken zoom didyay cellphone." (During my online classes, my family is always checking on me and my proper usage of the application/s. In this session, I hope to be well-informed and gain confidence in using the google meet and zoom).

Participant 3 states, "Gusto kong matuto nang hindi napagagalitan. Sa bahay kasi, nasesermonan muna para matuto. Sana mag-enjoy kami habang tinuturuan." (I hope to learn from the sessions without being scolded. I expect to learn while having fun.)

Majority of the participants were motivated to attend the Salindunong Program to experience using the computer and explore how it works for their learning. Although the present educational setting requires online learning, the responses reveal that the participants were not yet oriented and have minimal knowledge and capacity in dealing with technologies for their learning.

THEME 2. Why did you choose that particular extension service?	F	%
I need it for my schooling.	10	40
My family lacks knowledge on that session.	6	24
The session is new to me.	6	24

Theme 2 presents the reasons of participants in choosing the session category. Based from the common responses, 10 or 40% were after its significance into their new mode of schooling (blended learning); 6 or 24% claimed that their family lacks knowledge on the sessions being offered; and 6 or 24% states that the session is new to them.

Participant 1 voiced, "Ang hirap po ngayon kasi wala nang titser na magtuturo puro na lang module at online class. Gusto ko ito kasi malaking tulong sa pag-aaral." (Learning nowadays is harder, especially that we only rely on module and online classes, due to the teacher's absence. I joined the session because it's a big help for my studies.)

Participant 2 states, "Uray nu adda cellphone ken tablet ko, awan met mangisuro kanyak nu kasatnu usaren para iti online class ko ta madi met agsiCellphone da inang ken tatang ko." (I may have the gadgets for my online classes, but no one could help me use the applications set for my

learning since my parents aren't even knowledgeable on using them.)

Participant 3 stresses, "Anya iti coding? Tattak lang nangngeg ata ket kasla nagmayat nga surwen isu nga kayat ko padasen." (It is my first time to deal with coding. It seems exciting so I want to indulge into it.)

Despite the fact that participants only have minimal knowledge and capacity in dealing with the different technology-related sessions, they were fully aware that the activities were beneficial in handling the demands of their learning.

THEME 3. Upang mapalawig ang mga gawaing extension, paano mo ito pagyayamanin?	F	%
I will share my takeaways from the sessions to my classmates and relatives.	8	32
I will apply my learnings into my online/virtual classes.	7	28
I will encourage my classmates to attend the next sessions.	5	20

Theme 3 presents how the participants will utilize their learning from the sessions. As gleaned from the table, 8 or 32% hopes to share their takeaways from the sessions to their classmates and relatives; 7 or 28% claims to apply their learnings into their online/virtual class; and 5 or 20% state that they will encourage their classmates to attend the remaining sessions.

Participant 1 intensifies, "Tun nasursurok aminen ket isurok tu met kadagiti kaklasek ken kakasinsin ko tapnu makatulong met iti pannagadal da." (Upon attending all sessions and learning from them, I will surely share those to my classmates and cousins to help them in their learning.)

Participant 2 claims, "Isasaulo ko lahat ng ituturo dito para maging independent ako sa online class ko. Gusto kong matutong mag klase nang hindi tinatawag sina mama at mga kapatid ko tuwing nawawala ako sa online class." (I will comprehend every session so that I can independently manage my online classes and refrain me from calling my mother and siblings whenever I get lag in my class.)

Participant 3 exclaims, "Nasaysayaat kuma nu ado kami nga agkakadwa isu nga awisek tu agidyay kaklasek tapnu agsisinnuro kami." (It would be better if I learn together with my classmates so I will encourage them to attend the remaining sessions.)

The participants were also looking forward to executing their takeaways from the program sessions. Them being

engaged in the course of hands-on activities see the significance of the sessions to their learning.

5. BEST PRACTICES

Conduct of trainings series of trainings were conducted by the EDUC CIRCLE (**EDUC**ators' **CIR**cle for **C**ommunity **L**inkage and **E**mpowerment), an extension organization of the BEED program, and ETS staff of Quirino State University-Cabarroguis. Series of discussions on the Salindunong Program activities were among the content of the trainings done.

Infusion of Technology in learning is a timely response to the ongoing demands of education. The Grade schoolers, with limited knowledge on the educational applications, tools, and websites were given basic yet appropriate interventions to orient and prepare them for their virtual classes (Microsoft Office Word and Powerpoint, Google Meet, Zoom, and Microsoft Teams and ScratchJr. sessions will be executed) [12].

Enhanced activity
The exposure of the participants into hands-on activities from the three session categories while maintaining the scaffold given by the extensionist (close supervision to address the participant's concern) will help capacitate their technological pursuit for learning.

The extensionist will serve as the facilitator while letting the participant explore the features of Microsoft Office Word and Powerpoint, while they indulge into and manage the Google Meet, Zoom, and Microsoft Teams applications, and while they experience real coding activities through the ScratchJr. application.

Empowering activity

As a manifestation of the participant's technological pursuit to learning, the idea on empowering them through community involvement was set. It was tackled during the Memorandum of Understanding (MOU) signing between Quirino State University (QSU), Cabarroguis and Sto. Tomas Elementary School administration that one of the highlights of the extension program would be the utilization of the capacitated participants as facilitators for the next series of technology-related extension programs within the locality.

Having facilitators who are within the age-rage of the participants will help the new participants be open and feel free to be themselves as they work on developing confidence and gaining knowledge on the series of sessions. This is the core of Salindunong Program—augmenting the

level of the participants into the stage of being technologically literate.

Monitoring & Evaluation

Parents of the participants were encouraged to attend the sessions (but due to the restrictions caused by the pandemic, the extensionist addresses parents' concern through home visit and tutoring depending upon the set schedule.) This is a way to help the parents help their children and to monitor their learning progress.

The extentionist will also seek the teachers' participation in evaluating the participants in their classes (mode of participation using the technology tools/applications taught to them.) The feedbacks will be used by the extensionist to establish a better intervention for the next sessions of the program.
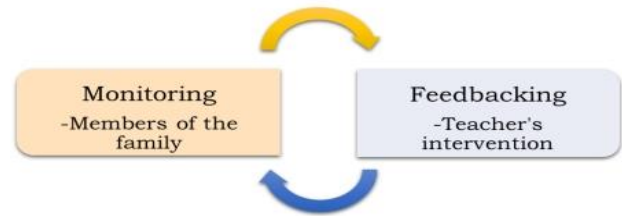

Figure 2 Monitoring and Feedbacking for Salindunong
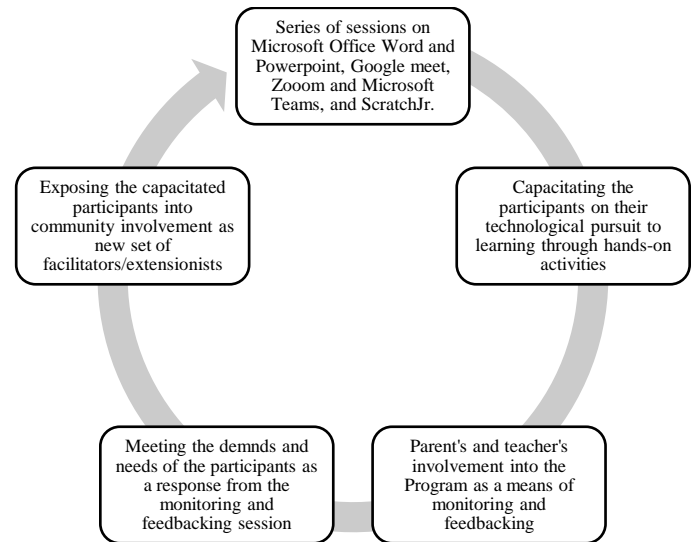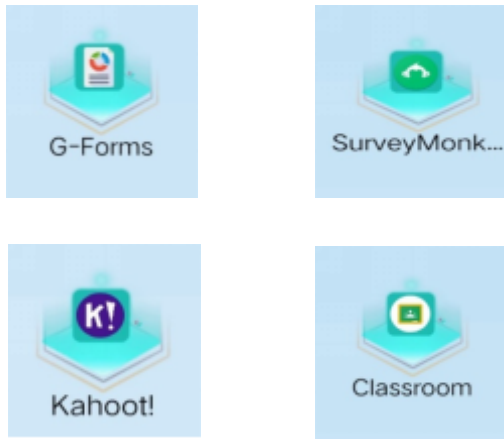
6. WAY FORWARD

Figure 3 Sustainability Plan for Salindunong Program

With the identification of the new set of participants for the sustainability of the Salindunong Program comes the exposition of the capacitated participants from the previous session as facilitators/new extensionists.

After the exposure of these capacitated participants into community involvement, the extensionist will prepare new sessions on using Google forms, Kahoot, Survey Monkey, and Google Classroom as a response to the growing needs and demands in their virtual learning.

Future Activities

Looking forward to the success of the first phase of the Salindunong Program, added sessions on the features and usage of Google forms, Kahoot, Survey Monkey, and Google Classroom will be intensified. Hands-on activities and demonstrations were expected activities from the participants.

7. CONCLUSIONS

The pandemic has changed the usual learning practice of the learners—virtual learning has called an abrupt adjustment. Blended learning has caused the learners to seek updates on the new offerings of educational technology of which demands their indulgence to at least its basic components.

After a series of sessions on the offerings of the Salindunong Program, it was validated that learners need the help of their immediate family and the appropriate guidance and understanding of teachers while they are still in the process of learning and dealing with the technology needed for their learning. It is also important to note the scarcity of technology resource to augment their needs.

We live in a time of such rapid change and growth of knowledge that only he who is in a fundamental sense a scholar—that is, a person who continues to learn and inquire—can hope to keep pace, let alone play the role of guide. Nathan M Pusey (1907-2001), past President of Harvard [13]

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