

# Instruction, Assessment and Intervention Practices in DMDL: A Multiple Case Study

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**Abstract**— The study aimed to determine the teaching practices of senior high school faculty in an integrated school in Calamba City, Laguna, Philippines, offering a digital modular distance learning modality. Specifically, it sought to determine how teachers facilitate instruction, assess learning, and remediate least-learned competencies.

This paper utilized a multiple case study design. The researcher used Google Forms to gather data and probed further through Facebook Messenger, text messages, and face-to-face interviews. Results revealed that instruction began with carefully crafting weekly home learning plans (WHLP). Teachers designed video lessons, put up feedback mechanisms, and designed learning activity sheets. In terms of assessment, they combined paper-and-pencil tests with task-based and web-based assessments. Lastly, interventions use paper-and-pencil tests, web-based assessments, teacher-made videos, and task-based assessments. Other interventions included home visitations and parent-teacher conferences.

In conclusion, instruction in the DMDL required careful planning of the WHLP, which involved selecting materials to supplement the teaching-learning process. Assessment in this modality was a combination of traditional and web-based assessments. Interventions, on the other hand, could be academic and non-academic. For academics, further assessments and activities were provided to students, whereas home visitations were conducted for those students with other concerns. The researcher recommended for future research the utilization of other research designs to verify the findings of the research in other contexts. Future researchers could consider having larger samples. The researcher also recommended exploring the possibility of DMDL in a post-pandemic scenario.

**Keywords**— *Digital Modular Distance Learning, Assessment, Instruction, Intervention*

## I. INTRODUCTION

On December 31, 2019, China learned of a pneumonia-like illness whose cause was linked to the new strain of the coronavirus. This was first reported in Wuhan City, Hubei Province, in China. Eventually, this illness spread and hit the country on January 30, 2020. The education sector was one of the sectors severely affected by COVID-19. The coronavirus disease 2019 (COVID-19) has affected the economy and the education sector. According to UNESCO (2020)<sup>[16]</sup>, over a hundred countries implemented closures of schools affecting more than half of the world's student population. As a result, education has shifted from the usual face-to-face classroom discussion to remote learning (e-learning). The big question that lingers after this transition is whether the rise of e-learning or online distance learning will persist in a post-pandemic situation. Teachers have used online platforms to ensure learning continuity despite class disruptions due to the pandemic (Li & Lalani, 2020)<sup>[11]</sup>.

In the United Kingdom, home learning has been one of the ways used to mitigate the adverse effects of the pandemic. For students in the primary grades, the participation of the parents has been observed. Older students exhibit more autonomy and responsibility in their learning. They are expected to attend online lessons. The government has assisted families by providing learning materials and utilizing online platforms (Sibieta & Cottell, 2020)<sup>[15]</sup>.

The United States Department of Education has issued some recommendations for learning continuity. Some of the recommendations include the distribution of hardcopy learning packets to affected students and uploading digital materials via a learning management system (LMS) or school websites (USA Department of Education, n.d.)<sup>[18]</sup>. Similarly, the Philippines also adopted a set of interventions to curb the effects of COVID-19 in education.

The Department of Education released *Department Order No. 12, 2020*<sup>[4]</sup>, or the *Adoption of Basic Education Learning Continuity Plan for School Year 2020-2021*, considering the COVID-19 Public Health Emergency. DO No. 12 is a "set of interventions" to ensure that education continues despite the pandemic. The plan is anchored on the principles that focus on the safety of teachers, staff, and students; continuity of education; safety of students, staff, and teachers upon their

return in schools (based on the projected scenarios); equity considerations; and bridging the BE-LCP to the future of Philippine education through *Sulong Edukalidad* initiative.

The BE-LCP delineates strategies and modalities that ensure learning continuity amidst COVID-19. Key features of this plan are the streamlining of K12 competencies, learning modalities, resources, and adaptations made to cater to students, students with disabilities, and those enrolled in the Alternative Learning System.

As stipulated in *DM-CI-2020-00162* or the *Suggested strategies in implementing distance learning delivery modalities (dldm) for school year 2020-2021*<sup>[5]</sup>, DepEd identified four (4) learning modalities that schools might employ. The first of these is face-to-face, where students attend school physically. Distance Learning, on the other hand, can be classified as either online or modular. Online Distance Learning (ODL) is a modality where students and teachers meet virtually. Modular Distance Learning (MDL) has an individualized approach where students learn through Self-Learning Modules (SLMs). Another form of distance learning is TV/Radio-Based Instruction, blended learning (BL), where a combination of modalities is made, and homeschooling.

In the case of an integrated school in Calamba City, the BE-LCP was contextualized to fit the school's needs. Two modalities were adopted – online distance learning (ODL) and modular distance learning (MDL). Classes conducted virtually required teachers to rely on laptops and mobile devices to carry out the instruction. In contrast, students who enrolled in MDL relied heavily on self-learning modules (SLMs) and on themselves to learn the competencies required in each subject.

The study aimed to determine senior high school faculty's teaching practices in an integrated Calamba City school in handling digital modular distance learning (DMDL) classes. Specifically, it sought to answer the following questions:

1. How do teachers facilitate instruction in DMDL classes?
2. What assessment strategies are used by the participants?
3. What intervention/enrichment activities are provided by the participants to the learners?

## II. BACKGROUND THEORY

Several theoretical constructs were at play when it came to modular distance learning.

Andragogy was developed by Knowles (1980) as cited by Tate, Schubert, and McCoy (2014)<sup>[16]</sup>. In an article, O'Neill (2020)<sup>[5]</sup> discussed the five key assumptions of the theory. Andragogy posits that as an individual matures, he or she espouses a more self-directed approach to learning. The experiences a person obtains provide him or her with a repertoire of references from which he or she can draw upon explanations and notions about the topics at hand. Adults are willing to learn and show interest in matters that can be applied in real life. Motivation is also a key factor in the theory.

O'Neill (2020)<sup>[13]</sup> further explained the principles of andragogy. Adults know what, when, and how they will learn. They learn better if they can draw on past experiences of schema to provide a wider context for the concept they are learning. Memorization will no longer work. Instead, they prefer to rely more on problem-solving and reasoning. Lastly, adults are more concerned about using the information they have learned.

In relation to the modular distance learning implemented in public schools, regardless of whether it was print or digital, these were assumed present among senior high school students. Teachers provide the learners with the SLMs and LAS and let them work on these until the day of submission. Though there was monitoring in place, and open lines of communication, most of the time, these learners had to rely on themselves to learn the competencies for every subject. Other constructs that could be attributed to modular learning were constructivism (building on previous knowledge) and discovery learning (figuring out a concept independently).

## III. LITERATURE REVIEW

Biggs (1999), as cited by Tate, Schubert, and McCoy (2014)<sup>[16]</sup> defined modular learning as an approach that highlights learning outcomes. Its success would depend on how these outcomes relate to student learning and the course design.

Anzaldo (2021)<sup>[1]</sup> described how teachers facilitated modular distance learning. The teaching and learning process began with the crafting of the learners' answer sheets (LAS) and weekly home learning plans (WHLP). Then, the teachers would retrieve the LAS, check them, and provide feedback. Based on the feedback, the teachers would design interventions and monitor student progress through various means. Teachers also answered parents' queries about their children's progress.

Likewise, the current paper investigated the teaching practices of the faculty in handling distance learning classes. The only difference was that the modality was digitized. Instead of printed modules, the students received tablets and were given access to materials via Google Drive, Facebook group, and email. The researcher worked on the assumption that this slight difference could somehow impact the way instruction was carried out for students who were geographically remote from their teachers and from their classmates. Technology would play a role in the delivery of instruction in this current set up.

Karal and Cebi (2012)<sup>[7]</sup> investigated students' views on the evaluation and assessment of distance education. Based on their findings, the participants favored using formative assessments (exam results) and the time they spent answering their tasks on modules over other authentic means. They agreed less on the frequency of participation and submission as a gauge of their performance. They did not also like the notion of using good behavior, nor did their responses in wikis, blogs, and LMS be part of the evaluation or assessment.

Leroux (2018)<sup>[9]</sup> described assessment in modular distance learning as the collection of data from learners' progress to judge students' learning and the quality of teaching rendered in the classroom. The use of Web 2.0 should have been evident, and these evaluation practices had the potential to be applied in enhanced face-to-face instruction or blended learning.

On the other hand, Miller (2020)<sup>[11]</sup> provided some key ideas to ponder when assessing learning synchronously or asynchronously. First, teachers must have a purpose. By knowing their purpose in assessment, they could find the right tools to gauge understanding. Since formative assessment is a continuous process, collecting data over time could help. Providing them a checkpoint on what to submit and when could give students enough time to do their tasks on time. Third, teachers should focus on feedback and provide these to students regularly. Conversations with students could also be helpful in gauging learning. This could lessen the feelings of isolation and help monitor individual learning.

For SY 2021-2022, DepEd<sup>[4]</sup> adapted digital modular distance learning. Students could access and download the SLMs and worksheets through their devices. Many academic inquiries are published to gauge and determine the effectiveness of any of the modalities and even to describe teachers' experiences handling subjects under these modalities.

Dangle and Sumaoang (2020)<sup>[3]</sup> identified challenges encountered by teachers when teaching and learning in the Philippines shifted to distance learning. Some students could not study on their own. As a result, teachers would receive unanswered worksheets and late outputs. The teachers also experienced lack of necessary equipment to reproduce the modules and to disseminate these to the students. There were other reasons determined in the study such as students teaching their younger siblings at home. This could also explain why some of the senior high school students submitted late or turned in late work. Furthermore, there was no way to validate whether it was the student who read and answered the worksheets or the modules.

These findings were confirmed by Castroverde and Acala (2021)<sup>[2]</sup>, stating that teachers had difficulty in the preparation, distribution, and retrieval of modules. Designing modules took so much time, and there was limited equipment to reproduce and deliver these to the students. There were also instances when parents and students were non-responsive to the different means of communication. Another problem identified was the inability of the teachers to determine the authenticity of the student's answers on the worksheet and the threat of COVID-19 to the health and safety of the teachers, students, and parents. Other problems identified include students' failure to follow the prescribed time of the submission and incomplete answers on the worksheets and the modules.

Naval (2021)<sup>[12]</sup>, in an article, identified the scarcity of materials and the diversity of learners' needs as two of the greatest concerns that have confronted school heads and teachers daily since the onset of MDL.

Ferlazzo (2020)<sup>[6]</sup> cited several ways teachers could effectively provide interventions for learners. Materials and other resources were delivered or distributed to families. In this setup, the families could see the types of work and assignments their children needed to accomplish. Assignments mailed to parents were effective as well. Ferlazzo (2020)<sup>[6]</sup> claimed that the value of hardcopies could not be undermined. He asked his readers to imagine if this pandemic happened in the 1980s or earlier. There was no internet yet, and the only way to communicate with parents was through these hard copies. Journaling could be a good activity to let students document their experiences during these times.

Kaufman (2020)<sup>[8]</sup> had a more student-centered approach to providing interventions. She suggested establishing routines for students to improve focus. Older students could develop their own strategies. Teaching students how to access information, keeping instructions simple, and being consistent with how information is presented could help minimize challenges in learning. It could also help to partner with parents so that the needs of students could be attained. Lastly, a positive relationship between teachers and families would be a great support for learners under these circumstances.

## IV. METHODS

### A. *Qualitative Design and Methodology*

This paper utilized multiple case study designs. Yin (1994), as discussed in Zach (2006)<sup>[19]</sup>, defined multiple case studies as a design that allows for exploring a phenomenon by looking at recurring cases. The cases were explicitly selected to represent the phenomenon under investigation. In this paper, the researcher looked at the ways in which teachers facilitate digital modular distance learning and how teachers assess and provide intervention to learners.

To gather pertinent data, the researcher secured the permission of the school head to conduct the research. Then, informed consent was secured from the participants. Due to the restrictions in the workplace, the researcher opted to use google forms as the primary means to reach out to the participants without putting them at further risk due to COVID-19.

The Google Form included items for a basic description of the participant and open-ended questions asking the participants to explain their processes in delivering instruction via DMDL. Probing questions were delivered through FB messenger and text messages to gather more data that might explain further their responses in the Google Forms.

The data was organized in tabular form to see where the answers converged. The researcher read and reread the data before organizing these into themes that answered the research objectives. Afterward, the researcher began to compare the data to arrive at an analysis and sound answers to the research questions.

#### *B. Selection Criteria and Participants*

The main consideration for selecting participants was their experience handling MDL for at least one year. They must be part of the SHS faculty handling either core, applied, specialized, or a combination of these subjects.

The participants were fourteen (14) teachers from grades eleven and twelve. The researcher included both levels since most teachers handled the subjects from both.

#### *C. Data Collection*

The data was collected using Google Forms. The Form included demographic information and open-ended questions that focused on the instruction, assessment, and intervention practices of SHS teachers.

The researcher sent follow-up questions via FB messenger to probe deeper into the responses. Some of the participants presented copies of the materials that they used, designed, and disseminated to the students to support their responses. All this information was organized, tabulated, and analyzed by comparing and contrasting the responses. The literature review also provided necessary information that helped the researcher explain and illustrate the findings yielded from the analysis.

#### *D. Methods of Validation*

To secure descriptive validity, the researcher ensured no data was lost in interpretation. She worked closely with the participants despite being geographically remote. This helped minimize the risk of distorting the facts or the information obtained from the participants. Further, to ensure reliability, the researcher used purposive sampling, representing grade eleven and twelve teachers across strands. These teachers handled either core, applied, specialized, or a combination of these categories.

#### *E. Ethical Considerations*

The researcher focused primarily on the safety of the participants. COVID-19 has posed a tremendous threat to humanity. Exposing the participants to risk would be unethical.

Second, the researcher ensured the confidentiality of the information obtained. Code names were provided to each participant. The name of the school was also omitted for privacy.

Third, the researcher acknowledged the necessary protocols in the conduct of the research. She sought the approval of the school head and the participants' informed consent. The latter was also given options regarding how they would want to conduct follow-up sessions. They were given options as to how they wished to participate in the follow-up sessions to prevent coercion or asking them to do something they did not like.

All the risks, as well as the extent of the procedures, were explained to the participants to make sure that they understood fully the reason why they were asked to participate in the first place, and how they could partake in the study. They were fully aware as to what kind of information was needed from them and the manner these would be gathered from them.

## V. DISCUSSION

This part presents the results and discussion of the gathered data. Table 1 presents the profile of the participants. The participants of the study were teachers from senior high school handling grade eleven, grade twelve, or both in several subjects. There were eight (8) grade eleven teachers and six (6) grade twelve teachers. Out of fourteen (14), ten (10) belonged to the Academic track, while four (4) of them belonged to the TVL track. Most of them were assigned to the HUMSS strand. Others were assigned to teach in ABM, STEM, and TVL strands. All of them handled DMDL handling Core, Applied, or Specialized subjects. Four (4) of them handled core subjects, while six (6) of them handled applied subjects. Others were assigned to teach the specialized subjects. The core and applied subjects are taught across all the strands, whereas the specialized subjects are only taught in a specific strand. For instance, Philippine Politics and Governance is a specialized subject of the HUMSS strand. It could not be offered to ABM or STEM strands.

This paper considered each participant an individual case since they had different contexts and backgrounds. The researcher assumed that with the diversity of the participants’ backgrounds, a deeper understanding of how teachers carried out instruction would be obtained.

**Table 1. Profile of the participants**

Case	Participants	Grade Level Taught	Track	Strand	Modality	Nature of Subjects	Subjects Taught
Case 1	Teacher A	11	Academic	HUMSS	DMDL	Core	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino
Case 2	Teacher B	11	Academic	ABM	DMDL	Core	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino, Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik
Case 3	Teacher C	11	Academic	HUMSS	DMDL	Core	Understanding Culture, Society, and Politics
Case 4	Teacher D	11	Academic	HUMSS	DMDL	Core	Health Optimizing Physical Education
Case 5	Teacher E	11	TVL	TVL	DMDL	Applied	Entrepreneurship
Case 6	Teacher F	12	Academic	HUMSS	DMDL	Applied	Pagsulat sa Filipino sa Piling Larangan
Case 7	Teacher G	12	Academic	HUMSS	DMDL	Applied	English for Academic and Professional Purposes
Case 8	Teacher H	12	Academic	ABM	DMDL	Applied	Applied Economics
Case 9	Teacher I	12	Academic	STEM	DMDL	Applied	Pagsulat sa Filipino sa Piling Larangan
Case 10	Teacher J	11	TVL	TVL	DMDL	Applied	Empowerment Technologies
Case 11	Teacher K	12	Academic	HUMSS	DMDL	Specialized	Creative Writing, Creative Non-Fiction
Case 12	Teacher L	11	TVL	TVL	DMDL	Specialized	Food and Beverage Services
Case 13	Teacher M	12	TVL	TVL	DMDL	Specialized	Cookery
Case 14	Teacher N	11	Academic	HUMSS	DMDL	Specialized	Philippine Politics and Governance, Introduction to World Religions, and Belief Systems

**Table 2. Teaching practices of DMDL teachers**

Teaching practices	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9	Case 10	Case 11	Case 12	Case 13	Case 14
Designing of the IDEA-based WHLP	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Supplementing instruction using video				*	*	*				*		*		
Ensuring feedback, and monitoring mechanisms	*			*	*	*	*			*		*		*
utilizing activities from the SLMs	*		*		*	*	*	*			*			
teacher-made LAS	*	*		*		*	*		*		*	*	*	*

The participants began their DMDL instruction by *designing the WHLP* using the IDEA format. The IDEA stands for introduction, development, engagement, and assessment. The IDEA is an instructional framework that could be used in a thirty-minute to one-hour class (DepEd CALABARZON, 2020). The WHLP, on the other hand, is a guide for teachers and parents to monitor the student’s progress. For this case, the participants adapted this framework in designing the WHLP. Teacher B explicitly explained, “I would look at the most essential learning competencies (MELCS) to see whether there is one that has been left out.” Likewise, Teacher D emphasized the relevance of consulting the MELCS when crafting the WHLP. These competencies are selected from the K12 curriculum to fit the emergency remote learning experienced nationwide.

The second teaching practice teachers implemented was the *use of videos in teaching*. Teacher D stated, “Based on the WHLP I wrote, I would design video lessons and online reading materials to supplement learning.” When asked whether these videos were effective, Teacher D quickly explained, “The students found the videos effective and accepted its use positively. The mean percentage score (MPS) of the written exams also increased.” Similarly, Teacher E utilized recorded classroom discussions as supplementary material for those in the modular classes. However, he stressed that there were still some who struggled in the discussion. Likewise, Teacher E and Teacher F found using videos as supplementary materials for the DMDL students somewhat beneficial. These videos helped students understand the discussion despite the absence of the teacher. On the contrary, Teacher L explained that “the students either used pictures or videos of themselves as they

performed the tasks stipulated in the WHLP.” Teacher L used the video not as a teaching tool but as an output to validate performance, especially so that the outcomes for TVL were competency-based.

In relation to the use of the videos, Teacher J would always ask whether his students had their gadgets with them or whether the tablets issued to them by DepEd Central Office were in good condition. For those handling grade twelve, most teachers would send digitized SLMs to students and supplement these with LAS.

Being geographically remote, teachers *provided necessary feedback and monitoring mechanisms* to the students. However, they varied slightly as to whom the feedback would be communicated to. Teacher E had a two-way approach to feedback. She stated, “I have regular instructions followed by learners through messenger, and all sent instructions are always forwarded to parents and guardians. I would also send personal messages to address problems or issues of a particular learner.” Teacher A would also send a personal message to the student to call attention to the deficiencies he or she had in class.

On the contrary, Teacher F would course through his concerns to the adviser or the subject teacher. He explained that “subject teachers can provide strategies to [help the students] cope with the competencies.” Teacher J, on the other hand, creates group chats for parents. He explained, “I created these GCs to address my concerns because, in this kind of modality, it would be more beneficial if I partnered with parents in monitoring their children’s progress.”

Most of the teachers maximized the *use of SLMs* in their DMDL instruction. These SLMs were either designed by the teachers (handling specialized subjects) or provided by DepEd Regional or Central offices. Teacher C, Teacher G, and Teacher I maximized these modules as far as the discussion of the contents or of the competencies is concerned. SLMs were *supplemented by learners’ activity sheets (LAS)*. Teachers C and D would design worksheets that corresponded to the MELCs for that week.

The teaching practices presented were based on the mandates of DepEd as stipulated in several memoranda and orders. The provisions of these manuals governed the teachers. However, the teachers’ resilience in finding ways to connect to their learners and facilitate learning despite the distance could be gleaned from the efforts that they exerted in designing the materials for learners. The researcher would like to emphasize that using videos as supplementary materials was possible since most students received tablets from the local government.

The finding confirmed the results from the research written by Anzaldo (2021)<sup>[1]</sup>. The teaching and learning process began with the designing of WHLP and LAS. The teachers would design interventions based on the results of the assessment. The similarities in both studies confirmed the implementation of the BE-LCP across school division offices in different places. Most teachers resorted to these methods to lessen the detrimental impact of the pandemic on the education sector.

**Table 3. Assessment strategies of DMDL teachers**

Assessment Strategies	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9	Case 10	Case 11	Case 12	Case 13	Case 14
paper-and-pencil assessments	*		*	*			*		*	*		*	*	*
web-based assessments		*			*	*								
Task-based assessments			*	*		*	*	*	*	*	*	*	*	*

Table 3 presents the ways how teachers assess learning. Based on the table, most teachers used a combination of assessment strategies. Aside from supplementary videos, teachers also designed their assessments, most of which were *paper-and-pencil assessments*. Students need to answer these for the week. Teacher C used hots questions in her assessments. She opted to read the students’ thoughts and give them avenues to refute or support a certain notion about a lesson.

The second strategy was to use *web-based applications* such as Google Forms. Teacher E claimed, “I assess students’ learning using google forms. But, I am not sure about this application's accuracy since learners can screenshot their answers and send them to their friends.”

The last strategy was *task-based assessments*. Teacher F found ways to make these assessments interesting, even for DMDL students. He said, “Instead of using a typical video recorder, students used TikTok to deliver their speeches.” Teachers J and L found the DMDL modality quite challenging for TVL students whose assessments required performance. Teacher J stated, “I gave them tasks that they could perform even in their homes. I required them to send pictures or videos of themselves as they performed the tasks.

The views of the teachers coincided with the views of the students surveyed in the study conducted by Karal and Cebi (2012)<sup>[7]</sup>. Paper-and-pencil tests remained one of the assessment strategies students, and teachers preferred. The use of Web 2.0 in assessment was not that evident in the current finding. This contradicted the suggestions presented by Leroux (2018)<sup>[9]</sup>.

**Table 4. Intervention practices of DMDL teachers**

Intervention Strategies	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9	Case 10	Case 11	Case 12	Case 13	Case 14
paper-and-pencil assessments	*	*			*	*	*				*			
web-based assessments		*		*		*			*					
utilizing of teacher-made video lessons, tutorials				*					*					
monitoring and constant follow up			*					*		*				*
Task-based assessments							*		*			*	*	

Table 4 shows the different interventions teachers gave their students who lagged behind. It was evident that teachers’ intervention practices varied. Many of them resorted to *paper-and-pencil assessments*. Teacher K used long quizzes in multiple-choice format for students who struggled with their tasks for the week. Meanwhile, Teacher E explained, “I designed the new sets of questions or tests that I think will be easier for the learners.”

Teacher B, on the other hand, combined paper-and-pencil tests with *web-based applications*. She said, “I looked for digital apps and games students could enjoy while studying at home.” Teacher I used game-based strategies that were quiz-bee-like.

There were still teachers who provided *additional learning materials*. Teacher D said, “I provided them with online reading materials and video lessons as supplementary materials.” When asked whether these were effective, he said that the students found these effective and useful. The online reading materials could supplement the videos. They had something to read and look back to, especially if there were a lack of access to these videos due to limited data connection.

There were also teachers who focused on the welfare of the students through *constant follow-up and monitoring*. Instead of providing additional tasks, teachers would visit the students in their homes and talk to their parents. Teacher J described how he would do this monitoring. “The first thing I do is to visit the student to gather information about the root of the problem. Second, with the guardian, we address the problem and find possible solutions.”

Teachers were somehow able to provide task-based assessments. Teacher I preferred performance-based assessments because, according to her, “the students had the opportunity to discover their own learning.” She also added that through these exercises, chances of spoon-feeding were minimized.

Some intervention practices cited in the current paper coincided with Ferlazzo (2020)<sup>[6]</sup>. Families' participation and involvement in their children's studies could greatly help address existing problems.

## VI. CONCLUSIONS

The study explored the ways in which teachers carried out instruction under the digital modular distance learning, as well as how they assessed learning and how they provided intervention to students who had difficulties in their lessons. The teachers planned their instruction using WHLP and supplemented these with teacher-made video lessons. They also came up with feedback and monitoring mechanisms. They utilized the SLMs and supplement these with teacher-made activity sheets. The teachers combined paper-and-pencil assessments and task-based assessments to gauge whether students learned something or not. There were some who solely used web-based assessments.

Lastly, regarding intervention, most teachers still resorted to paper-and-pencil assessments. They combined them with other interventions such as web-based assessments, teacher-made videos, lessons, and tutorials, or task-based assessments. There were those who monitored students constantly through home visitation and parent-teacher conferences.

The findings had implications for *policy*, *practice*, and *research*. The findings could be an input to school administrators in planning training and workshops for teachers in maximizing DMDL for the benefit of the students. It might also reflect the gaps between what was expected to be observed in distance learning and what was happening in the field.

Second, the findings could also be input for teachers to refine, revise, or improve how they carried out their instruction despite being physically and geographically remote from the learners.

Lastly, this paper could open more avenues in exploring DMDL and its other aspects through research. Future researchers could look into the efficacy of DMDL. The results would add to the studies that tackled distance learning.

The researcher recommends that future researchers utilize other research designs that could verify these findings in other contexts. The future study could also explore the effects of DMDL on a larger sample to come up with a generalizable conclusion. The times were uncertain. There was no guarantee that DMDL would be present in the future. Regardless, the researcher assumed that the educational system would not go back to it was before. Future studies could also explore the possibilities of DMDL in a post-pandemic scenario.

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