

ASSESSMENT OF SYNCHRONOUS AND ASYNCHRONOUS LEARNING MODALITIES IN LOCAL UNIVERSITIES AND COLLEGES (LUCs): A PARTICIPATORY ACTION RESEARCH

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ABSTRACT

The action research in assessing the effectiveness of synchronous and asynchronous learning modalities during pandemic was conducted with the end view of recommending plans and programs to deal with the identified issues and concerns in the public higher education institutions. The researchers are faculty of Paranaque City College with the same objective, thus, collaborated to achieve the best results. The assessment result for the “reaction” variable has a verbal interpretation of “Agree” with a perception of “effective” for synchronous method, while the asynchronous technique indicated a result of “disagree” with a perception of “slightly effective”. The findings of employing the “learning variable” to analyze the efficiency of learning modalities indicated a result of “agree” with a perception of “effective” for synchronous method and an average result of “disagree: with a perception of “slightly effective” for asynchronous method. The same is true on the results that were generated for the variables “behavior” and “results” where a result of “agree” with a perception of “effective” for synchronous method and an average result of “disagree: with a perception of “slightly effective” for asynchronous method. The implied identified issues that topped the synchronous learning modality are “Poor attention of the facilitator/faculty to each and every student” with 432 points which is followed by the “Technology reliance” with 267 points. For asynchronous learning modality, the issue on “No personal interaction” topped the poll with 237 points while “no feedbacking issue” is next to it with 210 points. After the major findings were identified, recommendations and output are presented to aid in the unrealized issues and concerns of the learning modalities.

Keywords: synchronous and asynchronous, evaluation of learning modalities, education during pandemic, online and offline learning