



Full Paper

Social Work Modular Approach in the New Normal: Challenges and Lessons Learned

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This qualitative study explored the experiences of Bachelor of Science in Social Work (BSSW) students in using modular learning during the height of the COVID-19 pandemic. Even as classes have transitioned back to face-to-face settings, the findings remain relevant in informing future educational practices, particularly for blended and flexible learning modes. The study provides insight into persistent challenges, highlights the adaptability of students, and proposes sustainable improvements in module development and instruction.

Keywords: Social work, modular approach, pandemic

Introduction

Modular learning and other alternative learning modalities have replaced traditional classroom instruction because of the COVID-19 epidemic. Even though in-person instruction has resumed, modular approaches can still be useful, especially in underserved, rural, or disaster-affected areas. The difficulties and perceived advantages of modular learning among BSSW students were investigated in this study, along with how the results might influence flexible learning outside of the school.

Corona virus has affected colleges and universities worldwide. To reduce the virus transmission, governments ordered shifted of many establishments including educational institutions. It is estimated that 192 countries closed schools briefly while around 1.7 million students are affected

(Mahdy, 2020). In the process of adapting to the new normal, many educators in the Philippines created innovation for them to address the possible effects of COVID 19 to their learners. One of the ways of adaptation is by modifying their teaching strategy to modular approach (Dangle, 2020). The concept of modular instruction is highly self-contained and is based on the idea of building skills and knowledge of the learner in the discrete method (Sadiq, 2014). Although Corona virus ended, the benefit of modular approach during pandemic remains to be relevant today.

Southern Philippines Agribusiness Marine and Aquatic School of Technology (SPAMAST), a state college in Davao Occidental, Philippines is one of those institutions that implemented the modular approach by requiring teachers to develop modules for their minor and professional courses to be

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