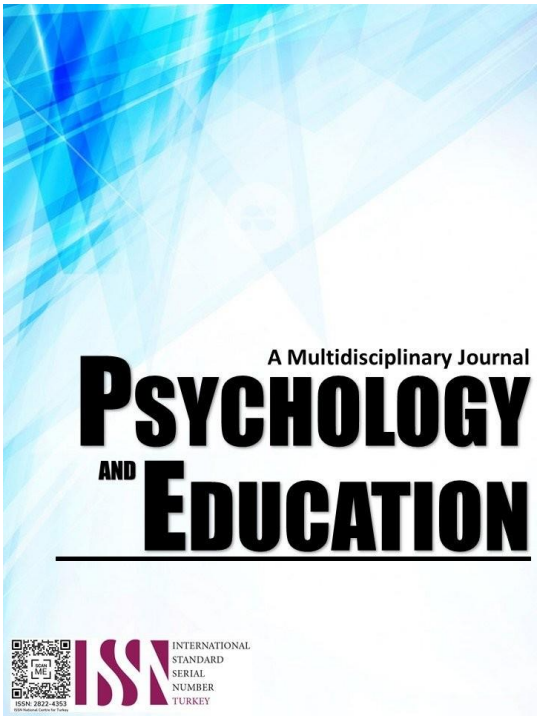
FATE OF ALTERNATIVE LEARNING SYSTEM (ALS) TEACHERS IN DIGITAL LEARNING



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 37
Issue 3
Pages: 208-220
Document ID: 2025PEMJ3557
DOI: 10.70838/pemj.370301
Manuscript Accepted: 04-11-2025

Psych Educ, 2025, **37**(9): 208-220, Document ID:2025PEMJ3557, doi:10.70838/pemj.370301, ISSN 2822-4353

Research Article

Fate of Alternative Learning System (ALS) Teachers in Digital Learning

Royce D. Coloscos*
For affiliations and correspondence, see the last page.

Abstract

The purpose of this study is to know the experienced of Alternative Learning System(ALS) teachers in teaching computer literacy to out of school youth and adult learners. It examines the challenges of making this happen and the changes required in order to enable effective learning to take place, with a particular emphasis on the strategies employed to motivate and engage these learners. Using a phenomenological approach, three main themes were highlighted: (1) The Need of Empowering and motivating Adult learners in Technology, which examines the measures taken to generate interest and support learning on digital literacy; (2) Grit but rewarding which focus not only on the barriers of limited resources and different types of learning, but also, on the creativity measures perform by ALS teachers; and (3) The Need of Contextualize Learning Resources and Support, which states the importance of relevant, localized learning materials that adheres to the local conditions of adult learners. This research provides the basis for designing tailored reference materials to overcome the digital divide of adult learners in ALS in China, which aims to enhance technology skills for lifelong learning. (4) Growth and Learning examines the bridging of the technology gap across the experiences of ALS teachers and adult learners. Through it, they illustrate their shared path of breaking down barriers, playing one another in the game of challenges, and celebrating significant achievements in digital literacy.

Keywords: *adult learners, computer literacy, Alternative Learning System, engagement strategies, teaching challenges*

Introduction

The increasing reliance on computer technology in modern society highlights the need to provide those who are out of school such as adult learners in the Alternative Learning System (ALS) with important computer literacy skills. This paper seeks to investigate the intricate experiences of Alternative Learning System (ALS) Teachers while dealing with the problems and prospects of teaching computer literacy within such a particular setting. It draws attention on the creative approaches that were used to stimulate and motivate learners, encourage them to be active participants and overcome such challenges as inadequate resources and differing learner requirements. This is due to the emphasis on the creation of contextualized learning guides and materials that suit the profile of adult learners. The study also underscores the significance of appropriate and easy-to-use instructional materials. This study employs a phenomenological framework which focuses on the lived experiences of ALS teachers in seeking better ways of closing the digital divide and improving the effectiveness of ALS systems in achieving digital inclusion and empowerment. But it must be noted that limitations of educators are acknowledged such as target pressure in optimal meeting different people's needs.

The BEC set by ALS of the DepEd specifies that as an educator one must be competent in teaching students, specifically in the digital aspects of learning materials. However, with the increased digital transformation in education, K12 models too have to revolutionize themselves to accommodate new technologies (Becton Loveless Education Corner, 2022).

In order to bridge the technology gap for ALS learners, the study that discusses 'Bridging the Technology Divide of Alternative Learning System Learners' is necessary to address in order to meet the digital divide that ALS learners need to solve by supporting bill the diversity gap. Basically, the aim in this case is to determine the technological gap that exists and efforts that ought to be taken to bridge this. So, in general, it seeks to empower Alternative Learning System (ALS) learners by embracing relevant technological skills necessary for improving the education experience while providing avenues for future possibilities both personally and professionally. More devices and greater digital proficiency can help students learn better since they afford students the ability to learn at their pace and have more opportunities to study. However, such improvements are useful in preparing students for better engagement with the economy and society as well. Nevertheless, this study gives a glimpse of the concerns that those teaching under the Alternative Learning System (ALS) experience as they attempt to use technology in their teaching although there are signs of improvement.

Research Questions

The study aimed to delve into the lived experiences of Alternative Learning System (ALS) teachers in teaching basic computer literacy to out-of-school adult learners in the Division of Cebu Province, for school year 2024-2025 towards designing a contextualized and localized learning guide. Specifically, the study sought meaning to the following questions:

1. How was teaching basic computer literacy to out-of-school adult learners?
2. What emergent themes were abstracted from the lived experiences of Alternative Learning System (ALS) teachers in teaching basic computer literacy?
3. Based on the findings of the study, what contextualized and localized learning guide was designed?

Methodology

Research Design

Descriptive phenomenology, a popular method in social science, was used for the research to investigate and describe the lived experiences of individuals. This framework and this methodological tool have undergone a complex evolution in several contexts. The purpose of the study was to explore teachers' experiences working with adult learners and how they addressed the technology gap these learners experience. Through understanding these experiences and adaptations, the research hoped to offer useful information to Alternative Learning System teachers. Teachers shared their stories and strategies for how they supported the development of 21st-century skills in each learner; we focused on listening actively. In fact, this is a complex process that needs to be cognizant of individual differences among all learners. In view of these factors, the study identified the need for effective communication strategies as well.

Participants

The participants of the study were the purposively selected 11 Alternative Learning System (ALS) teachers regardless of their sexes. Participants were required to have 5 or more years of ALS teaching experience to qualify for selection. They should preferably have a master's degree or some credits toward a master's degree. This ensured participants were physically, psychologically and intellectually fit to participate in the study. Teachers that did not meet all the above criteria were not included. The criteria for selection, though strict, were essential to maintaining the integrity of research.

Instrument

A semi-structured interview protocol was used, and the researcher was the primary data collection tool. Participants answered open-ended questions that were established prior to the study by the researcher. The interview guide was purposefully worded and covered certain topics. It also featured questions that were introductory, main and concluding. This allowed for thoughtful responses, though some felt stumped by certain questions. The complete preparation of the guide assisted to gain valid and significant information.

Procedure

The researcher collected and analyzed data during three stages: prior to data collection, during data collection, and after data collection. Each phase was described in detail. Prior to data collection, we acquired first-hand data from the sources (original data collected explicitly for this study). After gaining approval, the researcher had to formulate research topics and streamline the study. The project was sent out for further review, and approval was gained from schools to perform interviews. Questions regarding the interview process were approved with some minor amendments. The integrity of research was preserved by carefully collecting valid data. You avoided errors with appropriate data instruments and straightforward instructions. The researcher compiled a participant list and handed out consent forms that conveyed details about the study purpose, selection criteria, methods, and contact information. Interviews were conducted in an hour interview block convenient to participants from 8am to 5pm. The interviews were done face-to-face and recorded, and were stored on a researcher-access only computer with cloud backup on a password access basis. Participants were given pseudonyms to protect identities. Participants could withdraw — at any time, without repercussions — as the tenth participant in the study did; her data was deleted immediately, an example of our commitment to autonomy and confidentiality. Potential benefits, as well as minimal risks and the confidentiality issue, were outlined in the consent form. Hard copy data, securely stored, were to be destroyed three years after study completion. Follow up questions gave exhaustive data then structured for analysis, so a conceptual framing. Response and Input: Participants provided very specific, valuable responses and opinions. Upon its proper usage, the data will be responsibly disposed of without any traces due to its highly confidential nature.

Data Analysis

Colaizzi's method of qualitative data analysis, particularly for phenomenological research, is highly rigorous and methodical. This approach, particularly developed by Amedeo Colaizzi to understand people's lived experiences, allows for the analysis to remain connected to participants' perspectives and gives the researcher a near-touch in relation to making sense of meanings. It's complicated, but many believe it to be necessary for qualitative research, and its depth. The seven Colaizzi stages are (1) Researchers read transcripts as a whole to get acquainted with the data; (2) They consider significant phrases describing the phenomenon; (3) They interpret them for true experiences; (4) They summarize their interpretations into common experience themes; (5) They amalgamate themes into an overall description of the phenomenon; (6) They develop an identical statement; (7) They verify outcomes with participants. Following each step closely helps retain the integrity of the research. This method is methodical but flexible to the nuances of human experiences.

Ethical Considerations

The study was overshadowed by principles of Declaration of Helsinki. The study protocol was approved by the University of the Visayas Research and Ethics Committee under reference number NP2024MAED-349 on November 4, 2024. Five ALS teachers agreed to be interviewed face-to-face. A cover letter described confidentiality, the purpose of the study, participation being voluntary and that they would not be compensated. Acknowledgments: The authors declare no conflicts of interest. In order to both ensure the accuracy of the data and remain neutral, researchers respect confidentiality. Rich methods and contexts enhance transferability. Participants were well informed and were free to consent and withdraw. comprehensive learning on ICT integration in the education system with no

monetary gain for the experiment participants. It is a non-fundamental scholarly exploration with thought about moral oversight and straightforwardness with respect to information treatment and detailing by means of the College of the Visayas Foundation Audit Board endorsement process. Doing this helps you improve your standards, and also protects the participants.

Results and Discussion

This study explored how ALS teachers negotiated the challenges and affordances of teaching digital learning. It revealed details about the teachers' backgrounds and training. Looking for patterns among the answers, there emerged four common themes: Using technology to engage and motivate adult students Finding the work difficult, yet rewarding Adapting learning materials to the context of students Requiring ongoing support and development The themes indicate the multifaceted manner in which digital literacy is taught in ALS. There are challenges, but also rewarding outcomes. But as online learning transforms, so do new challenges. So, while teaching this way may be difficult, the rewards usually outweigh the challenges.

Participants' Characterization

The study employed a total of 11 alternative learning system (ALS) educators as research subjects. The researcher selected the individuals regardless of gender and required that they have more than 5 years of teaching experience in the Alternative Learning System (ALS). They had preferably a master's degree or studied already Master's Degree Program, and they were physically and psychologically healthy, and were involved in the investigation intellectually, would participate in the study.

The collect information almost 27 participants as from a figure. When I began each of the interviews, I thanked the participants for their involvement in this study. I gave a one- or two-line summary of the research objective, and offered to clarify if needed, although no one asked. I also examined protocols for anonymity to protect privacy and confidentiality. I also explained the use of pseudonyms to ensure confidentiality, and that each participant will be assigned one. The pseudonyms are Joselito, Anilie, Katherine, Rosalyn, Antonieto, Jude, Arlene, Vicenta, Joe, Alvin and Joanne.

Through decades of teaching, Joselito has found deep meaning in supporting adult learners. He emphasizes importance and impact by fostering growth via class-specific takeaways matched to individuals and circumstances. Providing real-world relevance for what they are learning deepens comprehension and makes retention easier, though some challenges exist, he said. Albeit, he strives to face challenges head-on and accommodate their individual learning paths.

Table 1. *Characterization of Participants*

Pseudonyms	*Learning Centers*	*Gender*	*Age*	*Years of Experience*	*Educational Qualification*
Joselito	Sogod Central ES Learning Center	Male	55	13	ALS Teacher 3 With 36 MA units
Anilie	San Francisco Central ES Learning Center	Female	63	25	ALS Teacher 3 with MA units
Katherine	Gibuangan Central ES Learning Center	Female	38	9	ALS Teacher 1 with MA units
Rosalyn	Daan Bantayan Central ES Learning Center	Female	45	6	ALS Teacher 1 with MA units
Antonieto	Carmelo Central ES Learning Center	Male	43	6	ALS Teacher 1 with MA units
Jude	Daan Bantayan Central ES Learning Center	Male	43	14	ALS Teacher 1 with MA units
Arlene	Catmon Integrated School Learning Center	Female	57	33	ALS Teacher 3 With MA units
Vicenta	Minglanilla Central ES Learning Center	Female	60	7	ALS Teacher 3 With MA units
Jocel	Asturias Central ES Learning Center	Male	33	6	ALS Teacher 1 with MA units
Alvin	Poro Central ES Learning Center	Male	38	12	ALS Teacher 1 with MA units
Joanne	Pilar Central ES Learning Center	Female	38	13	ALS Teacher 1

Her qualifications, which include degrees and teaching experience, led her to appreciate the importance of Teaching Computer Literacy for the needs of the current education system. Creating a distinct experience where learners are exposed to fresh digital insights and skills that are seamlessly integrated into the reality of their world.

Again, Katherine has limited technology available to provide the learners a holistic technology experience. Though she shares her laptop and allows only the barest of activities on it, she is only able to teach the basics of computer skills. Many learners are already familiar only with basic smartphone functions and struggle with the acquisition of computer skills where their digital access is not consistent.

Rosalyn has been teaching computer literacy to adult learners under the Alternative Learning System (ALS) since 2018. This is a complex yet profoundly fulfilling endeavor. Starting with basic skills like learning to use a mouse has helped her build their confidence and also create a foundation to move to hands-on, practical activities. It is wonderful to see how people who have never used a computer

are now able to use it. It isn't always easy, but the ability to enable learners to develop skills they once assumed were beyond their reach is immensely gratifying.

Computer literacy has become integral to Antonieto's ALS lessons. In a digitally charged environment, he feels that those learners who are not as fortunate need to upskill digitally to remain in the race. His focus on cybersecurity, netiquette and Microsoft Office tools is one way he hopes to deliver practical, applicable knowledge to them. The best part is seeing a look of realization that now they can use computers — a skill that was previously out of reach. Others struggle at first; but with time and help, they succeed.

Many learners are eager, but a few are still nervous about breaking laptops. But with encouragement, they overcome these anxieties. Patience and empathy are the order of the day; the majority initially complain of being too old, but curiosity begins to sparkle. They gain confidence by degrees until they're engaged and enthusiastic. Challenges persist, particularly when it comes to availability of resources such as a lack of laptops and internet access. Flexibility and resourcefulness to help accommodate diverse needs and combined priorities. With continued support, these improved experiences can help ensure consumers are ready for the digital world.

Jude's integration of computer literacy has been crucial to navigate the peninsular transition to tech. Restricted access, though, demands a multimedia approach with limited resources, such as laptops and video. You speak on all the available challenges, nevertheless, simplifying and clarifying your lessons assures understanding. Most have never used digital tools before, so patience is key, as is not making them feel foolish— what you need to do is get them comfortable using computers. One reward is seeing how skill attainment makes learners more accessible to an increasingly digital world. However, the scarcity of facilities raises novel challenges for both learners and instructors, who need to recalibrate their pedagogical approaches. Advanced specialized ALS teacher training would be helpful and would offer new strategies for improving digital literacy.

She received her Bachelor of Arts degree in Physical Education and is just about finished with a Master of Arts in Teaching Physical Education. She has also taken coursework in Supervision that enhances her expertise in the field of Teaching considering the Alternative Learning System. She has a decade of preliminary teaching experience and a remarkable grasp of the Alternative Learning System. Here, she uses tech well as visuals, which are key for promoting literacy (which is used widely, but it's also a tough skill to teach for adult learners). She meets students where they are in her courses and helps those who aren't quite comfortable with computers. She makes technology relevant through practical and engaging means, which encourages students to see technology as practical. Vicenta holds education degrees and several units towards a Master's, and a dedicated interest in core and computer literacy. She helps demystify technology by introducing learners to the basics of computers and their parts.

Joseph exhibited strong educational theory and teaching methodologies with Bachelor of Education program and 6 years of computer literacy tutoring. His struggle to provide digital access and update adults with digital skills helps in bridging the digital divide but are faced with disruption due to atrocities in the workplace like restrictions on using technology. He gets learners engaged and develops their confidence with technology, using creativity and resilience, which are critical skills in the modern age. It's a struggle to teach under these conditions, but Joe found a way. There is little access to technology so hands-on learning is a challenge if not impossible, but Joe is determined to make something work with virtually nothing. It is in this context that a certain resilience is required to teach computer literacy. Alvin brings 8 years of experience teaching computer literacy and related training. He can create a learning atmosphere that resonates with contemporary digital natives. It gives familiarity and comfort with technology, which is becoming more important in life and work, yet many people lack these skills. Thanks to Alvin's dedication, his students are more prepared to take on this landscape."

At present Joanne has yet to take her MA units, but she shows clarity of commitment to the plan by virtue of her extensive practical experience teaching computer literacy. Because of this, there were not many opportunities to conduct weekly lessons on digital skills due to limited access to a computer. Teaching in these conditions requires Joanne to be resourceful, and therefore, opportunities to engage learners are often few and far between. Despite hardships, her determination to bring basic computer literacy for her students showcases her commitment to overcoming the digital divide. Joanne focuses the teaching on how to use these foundational skills, i.e., mouse operations or simple navigation. Adult learners often have little practical experience with computers so even the simplest of tasks become a tall order, because there is a steep learning curve. Joanne starts with basic actions such as scrolling and clicking that allow students to establish a minimal familiarity with the device. In fact, these small steps are vital in building their confidence so that they will be able to perform more advanced computer tasks from there.

The lack of computers in her teaching environment represents one of Joanne's most significant challenges. At times, she even permits students to utilize her personal laptop so they can experience some degree of hands-on practice. This personal sacrifice underscores her commitment to ensuring that learners acquire experience with technology, however, this is complicated by the limited resources at her disposal. Her reliance on personal devices illustrates a profound dedication to her role; although it also highlights the urgent need for enhanced support in facilitating access to technology. Joanne firmly believes in the critical importance of hands-on learning to enable students to become actively engaged. By permitting them to physically engage with the computer, she fosters a more inclusive atmosphere that promotes exploration and self-discovery. Hands-on activities afford learners a tangible connection to technology, making the learning process both interactive and memorable. This is crucial for cultivating confidence and skill in digital literacy, but it is clear that greater resources are necessary to support her efforts effectively.

Emerging Themes

Through interviews with 11 Alternative Learning System (ALS) teachers, three main themes emerged about their experiences in addressing technology gaps and how that impacts their teaching abilities. These themes give insight into the realities faced by teachers working with Alternative Learning System (ALS) students. The themes are: Enhancing and Inspiring Adult Learners with Technology; Challenging but Rewarding; Using Contextualized Learning Resources and Support; and Growth and Learning. Readers will gain deeper understanding of how ALS digital practices shape teachers' methods and development. The themes show how teachers adapt approaches when teaching ALS learners, highlighting technology's positive effects. The focus on multiple strategies points to tailoring instruction to diverse needs; adaptability fosters more inclusive learning. With technology's growing role in education, addressing digital divides is crucial, especially in alternative contexts like ALS which serves out-of-school youth and adult learners facing barriers to accessing and using technology effectively due to limited resources, differing knowledge levels, and anxiety. Interviews aimed to uncover ALS educators' experiences bridging technology gaps and promoting digital literacy despite complex, systemic inequalities. Strategies ALS teachers use to engage and motivate adult technology learners were revealed, though not without challenges. Themes show teacher resilience and creativity crafting effective experiences through engaging learners, teaching computer literacy, and developing contextualized guides. Collectively these highlight unique dynamics of teaching ALS students. Readers can recognize the importance of approaches meeting diverse adult learner needs on their path to digital competence. This underscores teachers' critical role supporting technology integration and the potential of inclusive, technology-rich adult education environments.

Theme 1: Enhancing and Inspiring the Adult learners in the Realm of Technology

Engaging and motivating adult learners in technology is paramount for their success in this digital era. Adult learners frequently seek immediate applicability of what they learn, which makes it essential for educators to connect technological skills to their daily lives whether for career enhancement, personal interests, or community participation (Merriam & Bierema, 2014). Techniques such as hands-on practice, collaborative learning and the incorporation of relatable examples serve to create a nurturing learning environment that promotes active involvement and mitigates the anxiety often associated with technology use (Cullen & Harris, 2009). However, this approach requires careful planning and execution. Although challenges may arise, the benefits are significant because they empower learners to thrive in an increasingly tech-driven world.

Joselito remarked, underscoring the significance of active participation in the learning process:

"Because they are extremely eager to learn, there's no need for additional motivation." (Joselito)

Anilie also noted, recognizing the students' inherent curiosity:

"I incorporate movies and useful links to inspire my learners." (Anilie)

While Katherine conveyed, employing multimedia to ignite interest and render learning relatable:

"I remind them that being computer literate can open doors to better job opportunities with higher salaries." (Katherine)

However, Rosalyn also articulated, illustrating for students the tangible advantages of digital skills:

"I allowed them to explore every tool and command, concentrating on one tab at a time." (Rosalyn)

And Joanne expressed the life changing of an ALS learner:

"It's truly challenging for me. Even a simple act of holding or using the mouse is really difficult for them. I'll allow them to scroll the mouse and click it." (Joanne)

All 11 participants clearly identified a common theme: they emphasized the strong motivation of every learner to engage in the learning centers. Most of them spoke about the robust motivation that learners exhibit. It is evident that the Alternative Learning System (ALS) teachers manifest resourcefulness to address gaps in teaching computers. They also demonstrate that they recognize the significance of diverse learners, who often encounter difficulties in accessing and mastering technology at home. However, this situation poses challenges, but it also presents opportunities for growth and development. Although there are obstacles, the commitment to fostering an inclusive environment remains paramount.

Theme 2: Challenging but Fulfilling

Instructing adult learners in computer literacy poses a multitude of challenges that educators must adeptly navigate to cultivate effective learning environments. One of the most pronounced obstacles is the diverse levels of prior knowledge and technology experience among adult students. Many individuals re-entering education often possess limited exposure to digital tools, which can result in feelings of anxiety and intimidation (Hogarth et al., 2016). This anxiety, however, can obstruct participation and hinder learning; thus, it is crucial for educators to acknowledge and confront these emotional barriers. Research suggests that nurturing a supportive and non-threatening classroom atmosphere is essential for promoting engagement and facilitating technological learning (Squires, 2012).

In addressing these challenges, teachers in Alternative Learning Systems (ALS) frequently adopt adaptive teaching strategies that respond to the varied needs of their students. Furthermore, teachers often employ a variety of instructional materials and formats,

including visual aids, hands-on activities and interactive technologies, to cultivate a more inclusive learning environment (Cullen & Harris, 2009). These adaptations not only help bridge the technology gap; they also empower learners because they provide the necessary tools and confidence to thrive in a digital landscape. By maintaining flexibility and being responsive to the distinct challenges encountered by adult learners, Alternative Learning System (ALS) educators can effectively enhance computer literacy and facilitate their students' personal and professional development.

Providing educational materials and access to devices, such as laptops and other gadgets, is essential. Joselito emphasized:

"It is both rewarding and fulfilling." (Joselito)

"It is very rewarding because you introduce new insights to them." (Anilie)

"It is rewarding to see them literate in computer before hands on." (Rosalyn)

The integration of digital technology into education is increasingly acknowledged as crucial for cultivating essential skills among adult learners. However, obstacles such as limited access to resources, diverse levels of motivation and emotional challenges can hinder the efficacy of technology education (Bennett & Maton, 2010). Educators have emphasized the significance of offering learning materials and ensuring access to devices. "Providing learning materials and access to devices such as laptops and other gadgets is essential," Joselito stated, which reflects the necessity for technological tools in the learning process. This notion is supported by prior research highlighting the role of sufficient resources in promoting effective learning (Becker & Park, 2011).

Anilie observed that although students might forget information, "they are willing to learn." This willingness to engage with technology is crucial, because adult learners frequently arrive with varied experiences and motivations (Knowles, 1980). Katherine highlighted the significant obstacle of equipment availability: "Most challenges go back to the lack of equipment. I can only lend a single laptop one at a time during the period." Research has indicated that access to technology directly impacts learning outcomes (Wang, 2013). Rosalyn underscored the fundamental skills necessary for technology use, asserting that "their ability to use the mouse" is essential for learners as they embark on their digital journey. Mastery of basic skills is vital for building both confidence and competence in technology use (Harris et al., 2010). However, these foundational skills are often overlooked, which can hinder the learning process. Anton offered valuable insights into the emotional hurdles faced by certain learners, observing that "some learners are timid and some fear how to use the laptop because they think they can damage the device." He went on to explain, "I was able to capture their attention and interest and ultimately conquer their negative emotions through positive reinforcement." Research has shown that positive reinforcement may boost motivation and reduce anxiety in students (Schunk, 2003). Jude pointed out the limitations imposed by inadequate facilities, remarking that "Lack of facilities and the ability to adapt their teaching strategies" obstruct effective instruction. This correlates with findings in the literature, which suggest that resource limitations can restrict educators' capacity to employ innovative teaching methods (Davis, 2014). Arlene stressed the significance of motivation, recognizing that "a lack of interest" can hinder learning, but asserting her dedication to "encourage and motivate them to learn and be patient." Effective motivational strategies are essential for engaging adult learners; intrinsic motivation is often linked to improved educational outcomes (Ryan & Deci, 2000).

Ultimately, Vicenta observed, "It's difficult or challenging if your learners are interested in it," which underscores the complexities of engagement within adult education. Understanding learners' interests and adapting pedagogical strategies accordingly is essential for cultivating a productive learning environment (Tough, 1979). The insights derived from this study illuminate the multifaceted challenges that educators encounter when attempting to integrate digital technology into adult learning contexts. Addressing resource limitations, fostering motivation and providing emotional support are crucial for improving the learning experience and ensuring that adult learners can effectively engage with technology. However, this task is often fraught with difficulties, because the needs of learners can vary widely. Although the challenges are significant, educators must remain adaptable and responsive to these needs.

Theme 3: Embracing Contextualized Learning Resources and Support

The study investigated various perspectives of Alternative Learning System (ALS) educators regarding effective strategies, resource needs and instructional design aimed at enhancing adult learners' digital literacy within the Alternative Learning System (ALS).

Key insights emerged from the firsthand experiences of Alternative Learning System (ALS) implementers, illuminating the nuanced requirements of adult learners and the practical considerations necessary for creating a supportive learning environment. However, the complexity of these dynamics cannot be understated, because they directly influence the effectiveness of educational outcomes.

The study emphasizes the significance of a flexible, learner-focused strategy for digital literacy in Alternative Learning System (ALS). This approach is shaped by the teachers' firsthand perspectives and is consistent with contemporary research on optimal methodologies for adult education in resource-limited environments. However, some may argue that these insights are not always applicable in every context. Nonetheless, the evidence suggests that adapting teaching methods is crucial, because it caters to the diverse needs of learners. Although challenges exist, the potential benefits of such an approach cannot be overlooked.

"I think that the Alternative Learning System (ALS) teachers should be the ones tasked with formulating the learning modules and providing guidance, not individuals lacking an ALS background." (Jocel)

Alvin answered Jocel about the importance of learning materials:

"Life skills are essential for them." (Alvin)

However, Joanne concludes:

"That teachers must concentrate on teaching adequate skills to the learners." (Joanne)

The evolution of contextualized learning resources and guides is crucial for effectively meeting the distinct needs of adult learners within the realm of technology education. Contextualized learning which involves the development of instructional materials that directly connect to learners' experiences, objectives and surroundings makes the content significantly more relevant and engaging. This is particularly important, because by integrating real-world applications and scenarios that mirror the everyday lives of adult learners, educators can enhance motivation. However, this approach also facilitates a more profound understanding of technology concepts. Research indicates that when learners perceive the immediate applicability of what they study, they are more likely to stay engaged and committed to their educational journey, although some may still struggle (Merriam & Bierema, 2014). Within the framework of Alternative Learning System (ALS), educators face the challenge of crafting resources that not only address the varied skill levels of their students but also reflect the distinct contexts in which learners engage. This endeavor may encompass the development of guides concentrating on particular technological competencies pertinent to job searching, financial literacy, or community involvement (Garrison & Anderson, 2003). Moreover, involving learners in the creation and modification of these resources can cultivate a sense of ownership and agency, thereby fostering a collaborative learning atmosphere (Caffarella & Daffron, 2013). By emphasizing contextualization in their instructional design, Alternative Learning System (ALS) implementers are able to deliver personalized support that improves learning outcomes and empowers adult learners to traverse the digital landscape with confidence. Theme 4: Growth and Learning

The rapid advancement of digital technology has changed the landscape of education, presenting teachers in the Alternative Learning System (ALS) with opportunities as well as challenges. The Alternative Learning System (ALS), a crucial program of the Philippine Department of Education, serves out-of-school children and adult learners, allowing them to achieve educational equivalence and gain basic and functional reading skills. In order to bridge the technological divide and provide students with essential 21st-century skills, ALS educators are expected to embrace digital learning tools and approaches in this evolving context. However, this transition can be challenging, because many teachers may not be fully equipped to navigate these new resources. Although the potential for improvement is significant, there are various factors that can impede the effective implementation of these tools in the classroom.

Jude emphasizes the Professional Standards of ALS Teachers:

"Maybe lack of training and workshops to the ALS Teachers."(Jude)

However, Vicenta intensifies the Professional Growth of ALS Teachers:

"Investing in the professional growth of ALS (Alternative Learning System) Teachers not only equips them to overcome challenges such as limited resources and infrastructure but also empowers them to create innovative, contextualized learning experiences that resonate with their learners."(Vicenta)

An Instructional Guide to Bridging the Technology

Rationale:

The experiences of Alternative Learning System (ALS) teachers in the integration of digital technology within their pedagogical practices are essential for comprehending how educational methodologies must evolve to address the needs of out-of-school youth and adult learners. Alternative Learning System (ALS), which primarily aims to provide accessible education for those who have not completed traditional schooling, requires innovative teaching strategies that can effectively engage a diverse student body (Philippine Department of Education, 2016). Digital technology, however, acts as a vital instrument in this scenario offering opportunities to improve learning outcomes, bridge knowledge gaps and promote inclusivity among learners from various backgrounds and skill levels (Garrison & Anderson, 2003). Although challenges may arise, the potential benefits of these digital tools cannot be overlooked, because they hold the power to transform educational experiences. This evolving landscape necessitates a continuous adaptation of teaching practices, but the commitment of Alternative Learning System (ALS) teachers to embrace these changes is commendable.

One of the fundamental aspects of the experiences of Alternative Learning System (ALS) teachers with digital technology pertains to the formulation of engaging instructional strategies that utilize digital tools to inspire learners. Research suggests that when educators integrate multimedia resources, online platforms and interactive applications, they can foster a more dynamic learning environment that resonates with the real-life experiences of adult learners (Miller, 2014). For example, employing platforms like Google Classroom or various educational apps enables teachers to facilitate group discussions and deliver immediate feedback, which, in turn, enhances engagement and promotes collaborative learning (Cullen & Harris, 2009). This method is particularly crucial for Alternative Learning System (ALS) educators; they frequently engage with students who may feel isolated from conventional educational systems. However, the challenge remains to consistently implement these strategies effectively.

Although the potential advantages of technology are significant, Alternative Learning System (ALS) teachers encounter a multitude of challenges in its application. Many educators (Hogarth et al., 2016) face obstacles related to limited access to digital devices,

inconsistent internet connectivity and varying levels of digital literacy among their students. Effective teaching and learning may be hampered by these difficulties; thus educators must modify their methods to take these constraints into account. According to research, teachers of the Alternative Learning System (ALS) frequently come up with innovative ways to ensure that all students can fully participate in their educational experiences, such as using offline resources or incorporating hands-on activities that don't rely too much on technology (Ertmer & Ottenbreit-Leftwich, 2010). However, this adaptability is not without its difficulties. Furthermore, the experience of Alternative Learning System (ALS) educators in incorporating digital technology is significantly shaped by their persistent professional development and support structures.

Teachers who participate in ongoing education regarding new technologies and pedagogical methods are generally better prepared to improve their teaching methodologies (Merriam & Bierema, 2014). Collaborative professional networks, workshops and training initiatives are essential for enhancing teachers' confidence and skills in utilizing digital instruments effectively. This is crucial, however, because fostering a culture of collaboration and shared knowledge among Alternative Learning System (ALS) implementers allows educational institutions to facilitate the exchange of ideas and best practices that encourage successful technology integration (Kirkpatrick & Kirkpatrick, 2006). Ultimately, the essence of Alternative Learning System (ALS) teachers' experiences with digital technology underscores the interplay between opportunities and challenges in their educational practices. Teachers in the Alternative Learning System (ALS) help create more inclusive, interesting, and productive learning environments for adult learners while they negotiate the challenges of incorporating technology into their lessons.

Their experiences demonstrate the necessity of continuous assistance, instruction, and materials that enable educators to fully utilize digital technology in their endeavors to deliver high-quality education to marginalized communities (Philippine Department of Education, 2016). ALS instructors may create a revolutionary learning environment that gives students the skills they need to succeed in the digital era by embracing technology as an integral part of their teaching toolset. It is crucial to acknowledge that there are still issues that might prevent such technologies from being used effectively. Although many educators strive to adapt, the necessity for continual professional development remains evident.

Objectives

After the Implementation of this study the ALS Teachers are expected on:

The specific technology gaps faced by adult learners in Alternative Learning System (ALS);

Equip Alternative Learning System (ALS) teachers with innovative teaching strategies and tools that foster engagement and motivation in technology learning;

Develop contextualized learning materials tailored to the unique needs of adult learners;

Create a supportive learning environment that builds learners' confidence and competence in using digital technology.

However, accomplishing these goals is difficult as it calls for a multidimensional strategy that takes into account the learners' varied backgrounds. Even if great strides can be made, the dedication of both teachers and students is crucial to the success of these programs.

Table 2. *Course Outline*

Contents	*Intended Learning Outcome*	*Teaching Learning Activities*	*Learning Resources*	*Competency Develop*
Module 1: Understanding Technology Gap	Access to opportunities	Technology Demonstration	Computer Assembly, ALS Modules	Demonstrate on how to operate a computer
Module 2: Engaging and Motivating Adult Learners	Understanding Adult Learners, Motivation Techniques	Answering the modules	ALS Modules	Explain the meaning of Digital Ethics
Module 3: Instructional Strategies and Tools	Contextualized Teaching	Varied Teaching Strategies	ALS Modules	Digital Safety
Module 4: Contextualized Learning Materials	Integrating Technology	Articulation of Digital learning	ALS Modules	Explain the origin of internet
Module 5: Implementation and Evaluation	Monitoring Progress	Best Practices	ALS Modules	Cyber Wellness

The course outline is crafted to offer a thorough framework for comprehending and tackling the challenges associated with digital learning within the Alternative Learning System (ALS). It comprises interconnected modules that seek to equip educators with the knowledge, skills and strategies essential for bridging the technology gap and enhancing learner engagement and outcomes.

Each module is meticulously structured to concentrate on key aspects of instructing adult learners in the digital era. This includes understanding the technology gap; engaging and motivating learners, employing effective instructional strategies and tools, developing contextualized learning materials and implementing and evaluating teaching practices. However, the interconnectedness of these

modules allows for a holistic approach, which is crucial because it fosters a more effective learning environment. Although the challenges are significant, the structured design of the course aims to address them comprehensively. Program Organization

The intended audience for the instructional guide Empowering Adult Learners: An Instructional Guide to Bridging the Technology Gap in Alternative Learning System (ALS) consists of ALS educators and facilitators; however, it also targets adult learners who are enrolled in Alternative Learning System (ALS) programs. This guide is organized into five primary modules, each focusing on various facets of bridging the technology gap. These modules aim to equip educators with extensive strategies and resources designed to improve digital literacy among adult learners. Although the guide is comprehensive, it ensures that both teachers and students can engage with technology effectively and in meaningful ways.

Module 1: Understanding the Technology Gap

This text delves into the notion of the technology gap and its implications for learners, educators and society. It emphasizes identifying the disparities in access, usage and understanding of technology particularly among marginalized groups. Adult learners in programs like the Alternative Learning System (ALS) are a prime example. The module aims to build awareness of the challenges and opportunities associated with the digital divide; however, it also encourages learners to think critically about strategies to bridge this gap. Although there are many obstacles, understanding these disparities is crucial for progress. Because of this, the need for effective solutions becomes evident.

Overview of the challenges adult learners face in digital literacy.

Discussion of the importance of technology in the modern workforce and society.

Implementation and Applied Learning

Module 2: Multimedia Best Practice

This is a text about the formation of adult learners in the educational field. It emphasizes the need of knowing adult learning ideas; but it, also mentions the aspects that affect motivation their. Moreover, it is also important to develop mechanisms to promote active participation, particularly in such programs, as in the case of the Alternative Learning System (ALS).

Accordingly, because it's critical to their success, the module stresses the importance of designing learner-centered, inclusive environments that take into account the specific backgrounds and experiences of adult learners. Enforcement is not easy, but adherence to these principles will pay off.

Using technology to design engaging learning experiences:

Gamified Learning: Use apps such as Kahoot!, Quizizz or Socrative to make fun quizzes, games that help reinforce learning. This gamifies and increases engagement and;

Augmented and Virtual Reality: Virtual Reality headsets or AR applications, for example, Google Expeditions enable learners to discover virtual environments, historical locations, or scientific models on a deeper level.

Video-based Learning: Embed educational videos and animations directly from platforms like YouTube, Khan Academy, or TED-Ed that introduce complex concepts visually. Short, relevant video lessons can also make learning personal.

Discussion Forums and Chat Tools: Platforms such as Google Classroom, Microsoft Teams or Edmodo enable learners to discuss, collaborate and share Ideas. This can help extend learning beyond the hours spent in class and foster a sense of community.

Project-Based Learning (PBL): While creating tech-infused projects, use PBL frameworks to relate the projects to actual-world issues. As an example, students can use presentation software to read and present solutions for environmental issues or invent

Formative Assessment Tools: Quick assessments, quizzes, and polls, such as Google Forms, Nearpod, or Poll Everywhere, all allow teachers to assess understanding and adjust instruction in the moment.

Internet Research Projects: Develop projects that require students to utilize online databases or use of famous sites while doing work showing them to judge the credibility of the information and authenticating fact from opinion.

Module 3: Instructional strategies and tools

It focuses on transferring best pedagogical practices and providing appropriate learning materials to the educators to enhance the teaching and learning process, more specifically commonly done in an alternative learning system (ALS). It emphasizes the importance of utilizing various, broad and unique approaches that are tailored to the requirements of adult learners. It also looks at how technology and other resources have been integrated to create engaging, accessible and transformative learning experiences.

In particular, there is exploration of different digital platforms and applications that support learning, though practical tools and resources for teaching computer literacy are of necessity. While this may sound easy, one should realise that this task is quite a layered process and hence requires adjustment of necessities.

Instructional Strategies and Tools

Practical tools and resources for teaching computer literacy.

Exploration of various digital platforms and applications that support learning.

Module 4: Contextualized Learning Materials

This module focuses on the development and application of contextualized learning materials which are specifically designed to meet the distinct needs, backgrounds and experiences of learners particularly within Alternative Learning System (ALS) environments. It underscores the significance of crafting materials that are relevant, accessible and in alignment with the learners' objectives; this foster enhanced engagement and improved learning outcomes. However, guidance is provided on creating adaptable and pertinent learning resources. Although there are examples of contextualized lessons, these relate closely to the learners' real-life situations, making the learning process more impactful.

Guidance on developing adaptable and relevant learning materials.

Examples of contextualized lessons that relate to learners' real-life situations.

Module 5: Design Implementation and Testing

There is a focus on the practical application of instructional strategies plans and the assessment of their effectiveness. It guides educators through the intricacies of lesson delivery, classroom management and learning outcome assessment; this is especially critical because it highlights the importance of iterative improvement. Different examples of monitoring progress, soliciting feedback and assuring relevance of the instructional strategies applied to the goals and context of the learner are demonstrated in the module particularly in Alternative Learning System(ALS) program. However, it also discusses best practices for incorporating technology into the classroom. While there are many ways to evaluate learners' progress, the ongoing effectiveness of the program itself is a key area of interest.

Best practices for implementing technology in the classroom.

Methods for assessing learners' progress and the effectiveness of the program.

Recommendations for Policy

In order to thoroughly address the technology gap confronting adult learners within the Alternative Learning System (ALS), it is imperative for policymakers to prioritize funding for digital infrastructure. Access to dependable internet connectivity, along with the provision of essential hardware such as laptops and tablets remains fundamental for establishing an equitable learning environment. Research indicates that access to technology significantly affects learners' engagement and outcomes (Perrin & Duggan, 2015). By tackling infrastructure disparities, policies can empower adult learners to develop digital skills that are vital for workforce participation and personal growth; however, this will also cultivate a more inclusive educational ecosystem (Gonzalez et al., 2020).

In conjunction with infrastructure enhancements, the continuous professional development of Alternative Learning System (ALS) educators is crucial for augmenting their ability to incorporate technology into their teaching methodologies. Policymakers must develop comprehensive training initiatives that emphasize digital literacy and pedagogical approaches specifically designed for adult education. Effective professional development has demonstrated an increase in teachers' confidence and competence in leveraging technology; this, in turn, results in improved learning outcomes for students (Darling-Hammond et al., 2017). Furthermore, establishing mentorship opportunities and fostering collaborative learning networks can promote the exchange of best practices among educators, enhancing their instructional techniques and ultimately benefiting the adult learners they serve (Timperley et al., 2007). However, without adequate support and resources, these advancements may be hindered.

Ultimately, policies ought to facilitate the creation and distribution of high-quality, contextualized educational materials that specifically address the needs of adult learners in ALS. Establishing guidelines for the development of adaptable instructional resources can significantly contribute to ensuring that these materials remain relevant and engaging. Research underscores the significance of contextualized learning in improving adult education, as it enables learners to relate their educational experiences to real-world scenarios (Knowles, 1980). Moreover, incorporating feedback mechanisms from both educators and learners is crucial; this can foster ongoing enhancements in these resources, ensuring they effectively meet the varied needs of adult learners in an ever-evolving technological environment (Kirkpatrick & Kirkpatrick, 2006).

Conclusions

This study examined the fundamental experiences of teachers within the Alternative Learning System (ALS) regarding digital technology, focusing on how these experiences influence their pedagogical approaches and the learning outcomes of adult students. Through qualitative interviews with 11 educators, three prominent themes surfaced: strategies for engaging and motivating adult learners in technology, challenges and adaptations in the instruction of computer literacy and the creation of contextualized learning resources and guides. According to the findings, teachers use creative and adaptable teaching strategies that increase student engagement and foster digital literacy in adult learners, despite a number of obstacles, including few resources and a varied student

body. By emphasizing the critical role that educators play in closing technological barriers, this study makes a substantial contribution to the body of knowledge already available on digital education in adult learning contexts. The study's ramifications are extensive and impact many stakeholders, including legislators, school administrators, and teacher preparation programs operating under the Alternative Learning System (ALS) framework. The research emphasizes the necessity of substantial investments in digital infrastructure because access to reliable internet and the provision of necessary hardware for both educators and learners are crucial. These infrastructural enhancements are essential for fostering an equitable educational environment where all adult learners can develop the digital skills required in today's workforce. However, the findings advocate for continuous professional development centered on digital literacy, highlighting that teachers must be adequately equipped with the knowledge and skills to effectively integrate technology into their instructional practices. Although there are challenges, this investment is vital for the future of education.

To reflect on the findings, the problems faced by Alternative Learning System (ALS) teachers are indeed multi-dimensional. Restrictions and challenges, such as the lack of resources, differences in learners and fears of the use of technology can seriously limit the effective integration of digital tools into the teaching practice. Yet, far and away it is amazing how adaptive and clever educators have been in overcoming these challenges. In an effort to engage students and prove they are committed to creating a more positive learning environment, professionals in academia have stated they have used hands-on, experience-based learning tools and applied environments where their students will find themselves in the real world.

The extreme nature of challenges and adaptations that teachers face underscores the realities of ALS teachers' experiences as well as highlights the call for systemic support to improve teaching practices.

When you realize the research findings in the context of the research questions you'll discover a significant link between the educators' stories and a larger adult education picture. The successful strategies used by teachers to engage learners were often informed by their understanding of the barriers facing adult learners, in particular. Fielman states, "For instance, the your creation contextualized learning materials proved a pivotal strategy in fostering relevance and connection in the learning experience By relying on classes that reflect the real-world experiences of adult learners, teachers not only boost student engagement but they also allow your pupils to realize how their digital abilities may be put to use in real-world situations It is particularly effective because it bridges the gap between knowledge and practice. While challenges exist, the opportunities for authentic learning experiences are great.

This study also revealed a relationship between the type of digital technology experiences educators had, their professional identities, and their self-efficacy. Comfortable with technology, teachers were more likely to try out new teaching strategies and resources, to the students' educational benefit. This is reflecting the necessity of utilizing professional growth that instills growth mindset in teachers while also sharpening their technical skills. Read more about technology in the classroom here.

Looking ahead, there are many potential extensions of this work, many of which can be taken on in future research. For example, further research could look into the long- term impact of certain digital literacy strategies that are part of the Alternative Learning System (ALS). It is important to understand how these interventions affect the employment outcomes and the overall quality of life of adult learners because this would provide important evidence to policy makers pushing for the usage of technology in adult education. Moreover, when considering the diversity of adult education—reinforced by the array of national programs in place to support the needs of adult learners—exploring the utility of different technological tools and resources when meeting the unique needs of adult learners could present findings that can illuminate best practices for technology integration. Nevertheless, upcoming research should also incorporate the perceptions of adult learners in order to better understand their interactions with technology in a classroom setting. This is crucial as gathering feedback from learners will give a more holistic perspective on what strategies are working and where improvements can be made. While learner-centered practices take more time and effort, they make sure that the educational thing is relevant and serving the needs of those it is try to serve.

This presents a dire need to assess how community and family support can enhance digital literacy on the part of adult students. Investigating the roles of community resources and partnerships and family engagement in adult learning, particularly in Alternative Learning System (ALS), might contribute to a more complete picture of successful technology integration elements. While this investigation is important, subsequent works should turn towards these domains in consideration of how to support adult learners in meeting the challenges imposed by a digital economy in a more meaningful and nuanced way.

Ultimately, this research has illuminated the pivotal journeys of Alternative Learning System (ALS) educators' teachers striving to bridge the technology divide for adult learners. The findings highlight the importance of supportive infrastructures, continuous professional development and developing context-appropriate instructional materials. By examining these areas, there are favorable learning conditions that allow adult learners to succeed in a technology at scale world for stakeholders to build a better and fairer learning ecosystem. As the higher educational landscape continues to evolve, it is paramount to prioritize research and policies that intend to improve adult learners' digital literacy to ensure their ability in growing in an increasingly interconnected world. Still, challenges remain because not all teachers have equal access to the same resources. While it's a slow-moving process, the path to full inclusion is a continuing one.

References

Becker, K., & Park, K. (2011). Effects of integration of STEM education on students' learning: A preliminary meta-analysis. Journal

of STEM Education Research, 2(2), 1-20.

Bennett, S., & Maton, K. (2010). Classifying "net generation" students: The role of social capital. Journal of Computer Assisted Learning, 26(3), 191-203.

Brookfield, S. D. (1986). Understanding and Facilitating Adult Learning. Jossey-Bass. Caffarella, R. S., & Daffron, S. R. (2013). Planning Programs for Adult Learners: A Practical Guide. Jossey-Bass.

Caffarella, R. S., & Daffron, S. R. (2013). Planning Programs for Adult Learners: A Practical Guide. Jossey-Bass.

Chris Chambers, S. (2010). Struggling to Excel: A field Study of Challenges Faced by Spreadsheets Users, 38(1), 2–3.

Cullen, R., & Harris, R. (2009). "Strategies for Engaging Adult Learners in the Classroom: The Importance of Active Learning." Journal of Adult Education, 38(1), 23-31.

Cullen, R., & Harris, R. (2009). "Strategies for Engaging Adult Learners in the Classroom: The Importance of Active Learning." Journal of Adult Education, 38(1), 23-31.

Cullen, R., & Harris, R. (2009). "Strategies for Engaging Adult Learners in the Classroom: The Importance of Active Learning." Journal of Adult Education, 38(1), 23-31.

Darin Jan C. Tindowen, John Michael Basig & Jay-Ar Cagurangan, S. (2017). Twenty- First-Century Skills of Alternative Learning System Learners, (1), 2-7.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). "Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect." Journal of Research on Technology in Education, 42(3), 255-284.

Frederick Wertz, S. (2010). The Method of Eidetic Analysis for Psychology, (1) 261-262.

Garrison, D. R., & Anderson, T. (2003). E-Learning in the 21st Century: A Community of Inquiry Framework for Online Learning. Routledge.

Garrison, D. R., & Anderson, T. (2003). E-Learning in the 21st Century: A Community of Inquiry Framework for Online Learning. Routledge.

Gonzalez, A. C., Patiño, J. A., & Silva, M. J. (2020). "Digital Learning Environments for Adult Education: The Case of the COVID-19 Pandemic." Journal of Adult and Continuing Education, 26(1), 5-18.

Harris, J., Mishra, P., & Koehler, M. (2010). Teachers' pedagogical orientations and technology integration. Journal of Research on Technology in Education, 42(3), 211- 223.

Hogarth, T., Bosworth, D., & Hasluck, C. (2016). "The Importance of Digital Skills for Adult Learners." Research Report, Department for Business, Innovation & Skills.

Hogarth, T., Bosworth, D., & Hasluck, C. (2016). "The Importance of Digital Skills for Adult Learners." Research Report, Department for Business, Innovation & Skills.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating Training Programs: The Four Levels. Berrett-Koehler Publishers.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating Training Programs: The Four Levels. Berrett-Koehler Publishers.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating Training Programs: The Four Levels. Berrett-Koehler Publishers.

Knowles, M. S. (1980). The Modern Practice of Adult Education: Andragogy versus Pedagogy. Cambridge Books.

Knowles, M. S. (1980). The Modern Practice of Adult Education: Andragogy Versus Pedagogy. New York: Cambridge Books.

Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. Cambridge Books.

Lea Tufford & Peter Newman, S. (2010). Bracketing in Qualitative Research, (1) 80-81. Victoria Clarke & Virginia Braun, S. (2016). Thematic Analysis (1) 297-298.

Maria Mercedes Arzadon & Rogelio Jr. Regalario Nato, S. (2015). The Philippine Alternative Learning System: Expanding the Educational Future of the Deprived, Depressed, and Underserved, (1-2), 1-13.

Merriam, S. B., & Bierema, L. L. (2014). Adult Learning: Linking Theory and Practice. Jossey-Bass.

Merriam, S. B., & Bierema, L. L. (2014). Adult Learning: Linking Theory and Practice.

Merriam, S. B., & Bierema, L. L. (2014). Adult Learning: Linking Theory and Practice.

Miller, L. (2014). "Engaging Adult Learners with Technology: The Role of Teachers in the Process." Adult Learning, 25(2), 54-61.

Mindy Tai Pei Lin & Dr. Jasmine Jain, S. (2019). Reflective Practice: An approach to developing self-knowledge, (1) 1-4.

Pamela Rutledge & Jerri Lyn Hogg, S. (2020). In-Depth Interviews (1) 1-5

Perrin, A., & Duggan, M. (2015). "Americans' Internet Access: 2000-2015." Pew Research Center. Retrieved from Pew Research Center.

Philippine Department of Education. (2016). Alternative Learning System: A Conceptual Framework. Retrieved from [Department of Education Website].

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68-78.

Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. Reading & Writing Quarterly, 19(2), 159-172.

Squires, D. (2012). "Learning, Technology, and Teacher Training: Challenges and Solutions." International Journal of Technology in Teaching and Learning, 8(1), 23-36.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). Teacher Professional Learning and Development: Best Evidence Synthesis Iteration [BES]. Wellington: Ministry of Education.

Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. ASCD.

Tough, A. (1979). The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning. Adult Education Associates.

Wang, F. (2013). Effects of access to technology on students' learning: A meta- analysis. Computers & Education, 60(1), 123-135.

Xie, B. (2007). Information technology education for older adults as a continuing peer- learning process: A Chinese case study. Educational Gerontology, 33(5), 429-450

Affiliations and Corresponding Information

Royce D. Coloscos
University of the Visayas – Philippines