

# Teaching strategies in modular distance learning for grade two learners: Basis for school head in conducting an orientation

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## ***Abstract***

During pandemics parents are the ones who teach their kids at home; thus, it is a very difficult task for them. So, this study aimed to determine the teaching strategies used in Modular Distance Learning for Grade Two Learners, as assessed by the parents. The results were used to propose an Action Plan for the school head to conduct an orientation for teachers and parents. This study used a qualitative method, the purposive Sampling Technique to fifty (50) respondents, and the researcher made an instrument. It was validated by two experts and tested for reliability. The data was gathered via google form and tabulated using Frequency and Percentage Distribution, Weighted Mean, and Analysis of Variance (ANOVA). The findings are the parents-respondents are mostly female and high school graduates. However, college-level is the next in line in terms of educational attainment. In teaching strategies before starting the lesson parents are sometimes used to motivating their kids to become attentive to the lesson they taught. They were more focused during the lesson proper to make learners understand very well the specific lesson to achieve high grades in school and most likely get an award from the adviser of their kids. And, seldom in using those after the lesson, especially in giving money for encouragement because they don't want their kids' dependents on money. The assessments of the parent respondents accepted the null hypothesis when respondents grouped to their sex and educational attainment. The recommendation was discussed, and the output was prepared.

***Keywords:*** action plan, modular, distance learning, teaching strategies, learners

## **Teaching strategies in modular distance learning for grade two learners: Basis for school head in conducting an orientation**

### **1. Introduction**

The school head in a certain school played a vital role in the learning of learners because he/she is the one who gives technical assistance to the teachers will be lacking. Leaders matter the teaching strategies of teachers and parents to the learners, especially if there is a class observation, she is the one who guides the teacher and is capable to permit the teacher to conduct an orientation to the parents on how to teach learners at home. Modular Distance Learning was chosen mode of delivery for most parents in Cupang Elementary School. Because of poor internet connection, and lack of gadgets to use. During this time of the pandemic covid, 19 learning was brought at home so that learning will continue. So, strategies are needed in teaching the kids at home.

Both parents and teachers have big roles in teaching the pupils. The teachers facilitate learning through communicating with parents via group chat in messenger and via google meet and a few were through phone calls. This study will be helpful for both parents and teachers, other personnel, and learners. The action plan serves as a guide for the parents and teachers. This study aimed to determine which strategies are used by parents in teaching Grade Two learners in Modular distance learning at home. There were (20) sections of Modular Distance learning in Grade Two involved. The respondents of the study were the (2) two parents per section who had an internet (data) connection, so N=50. Purposive sampling was used in this study. The data was collected using google forms Survey questionnaire. The retrieved output serves as proof of the teaching performance of the parent at home.

According to Lindog (2021), Modular Distance learning helped learners engage themselves in understanding concepts of the lesson in the modules that were the most convenient and appropriate to continue learning amidst pandemic covid -19. And, with limited assistance from the teacher but a safe environment with a parent at home. Likewise, Dangle and Sumaoang (2020), stated that Modular distance learning is the most popular mode of delivery in the Philippines to continue learning despite infectious diseases covid-19. Although it is so many challenges like some parents were not equipped to teach their children at home, this was the safest mode of delivery of learning especially for those who have no internet connection (Chin et al., 2022).

Aksan (2020) said that “the existence of covid-19 pandemic brought extraordinary challenges to the stakeholders, parents, and students”. He revealed the modular distance learning approach in mathematics that students agreed on using and had a positive effect on them. However, there have a few challenges that recommend must be continued face-to-face instruction and highly use modules. And need to prepare easy types of modules that can help to guide the parent at home or any members of the family. Some parents find out difficult in teaching their kids at home. They often said that their kids were not listening to them, that is why they can’t able to submit the output of the learners on time. Few of them lead to dropping out of their kids because of that reason. So, at home must better have a clear strategy on how to teach the kids attentively. Since the researcher is one of the advisers of modular distance learning, her observation in the output is more likely the handwriting of an elder at home, not a kid.

Meanwhile, Aviles and associates (2021) stated that support from the school in crafting modules for modular distance learning is very important to be effective and efficient instructional material. And, it will ensure that modules are suited to the level and need of learners. The study explored the challenges and opportunities in Modular Delivery that help the parent to explain well the lesson to their children at home. According to Lee (2020) Understanding of “why” behind practices can help parents create meaningful and effective home learning activities during pandemic times. She mentioned 7 guides principles for parents teaching from home such as; establishing a flexible learning space that open spaces that can be useful for learners, check-in every morning and throughout the day, setting home like a classroom for learners not lonely, and letting the child engage with other

available by using social media with proper guidance, allow frequent brain breaks, find a rhythm that works, consolidate learning that learners retrieve information frequently and make new meaning of it.

In addition, Anilkumar (2021). Gathered room for teachers together and cited teaching strategies are methods and techniques that a teacher uses to support the learning process of their students. These are the teaching strategies that were used: know your pupils and develop their respect, appropriate use of summative and formative assessments, teach the vocabulary, explicit instruction, effective questioning techniques, deliberate practice, differentiation, reinforcing, effort/providing recognition, metacognition, personalized learning, collaborative learning, explicitly teach thinking skills & problem-solving techniques, modeling, and scaffolding.

### *1.1 Purpose of the research*

This study aimed to determine the teaching strategies used in Modular Distance Learning for Grade Two Learners, as assessed by the parents. The results of the study were used to propose an Action Plan for school head orientation for teachers and parents. Specifically, the following questions will be answered: 1. What is the demographic profile of the respondents? 1.1 Sex, 1.2 educational attainments? 2. What are the teaching strategies used by parents? 2.1 before starting the lessons, 2.2 during proper lessons, and 2.3 after the lessons? 3. Is there a significant difference in the assessment of the respondents when grouped to their sex and educational attainment whether teaching strategies were done before, during, and after the lesson? 4. Based on the findings of the study, what Action Plan will be proposed?

## **2. Methodology**

This research used the descriptive-comparative quantitative method. It is appropriate for this type of study because it involves a tailored combination of data collection approaches, such as internet surveys (web, smartphone, and email), direct mail surveys, point-of-purchase surveys, and, in some instances, telephone surveys, according to Scribbr.com (2020).

**Procedure** - Validation of Data. The said instrument was submitted for validation by at least two (2) experts in the field, one is a master teacher I and principal IV who validated.

**Reliability of Data** - The questionnaire was tested for 20 parents excluded from the respondents for its reliability since it was a researcher-made instrument. The result of Cronbach Alpha is .979 which means that questions are excellent and easy to understand. After the validation and test of the reliability, a letter to the Division of Antipolo City was also submitted to procure approval to administer the instruments to the said school. After which, the said instrument was administered purposively to the parents. The respondents were provided flexible time to answer the survey depending on their availability of a network. The instrument was administered to 50 (fifty) Grade Two parents of Cupang Elementary School, Where the researcher belongs, there were 20 sections in Grade Two participating, 2 parents in each section, regardless of gender. The returns were tallied and coded using Microsoft Excel and analyzed using Auto sum, Percentage, one-way ANOVA, and T-test.

The researcher asked permission from the respondents before sending the instrument to them. She secured their data privacy, Under the Data Privacy Act (Republic Act. No. 10173) and the results of the study. The truth and respect for the answer of the respondents are very important, she also acknowledges the name of those studies that contributed to this study. The following Statistical tools were used: Frequency and Percentage Distribution. These were employed to find out the number of cases and percentage per category of the research instrument. Weighted Mean. This was used to determine the assessments on the Teaching strategies in Modular Distance Learning of Parents for Grade Two Learners. Analysis of Variance (ANOVA). It was used to test the significant difference between the analysis of the Teaching Strategies in Modular Distance Learning of parents when grouped according to educational attainment whether starting before the lessons, during, and after the lessons.

**Participants of the study** - The respondents were provided flexible time to answer the survey depending on their availability of a network. The instrument was administered to 50 (fifty) Grade Two parents of Cupang Elementary School, Where the researcher belongs, there were 20 sections in Grade Two participated, 2 parents in each section, regardless of gender. In this study, the Purposive Sampling Technique was used. Because the respondents who were identified or selected had an internet connection and were able to answer the survey questionnaires using google forms. Table 1 below summarized the respondents of the study:

**Table 1**

*Respondents of the study*

RESPONDENTS	Frequency	Percentage
Sex		
Male	5	10%
Female	45	90%
Total	50	100%

Table 1 shows the Frequency Distribution of Respondents in terms of Sex, the male respondent is five (5) which is equivalent to 10 percent while female respondents are 45 which is equivalent to 90 percent. So, a total of fifty (50) respondents. So, most of the respondents are female. In terms of respondents, it is like the study of Rossi (2018) which respondents were dominated by mothers.

**Research instruments** - A researcher-made instrument was used in this study. It was based on the information gathered from Modular Distance Learning parents and teacher parents through the interview and posting questions in the group chat. The variables under study were rated using a Four-Point Likert Scale ranging from Always, Sometimes, Seldom, and Never; to determine the teaching strategies of parents in Modular Distance Learning as used by the respondents. The said instrument was submitted for validation by at least two (2) experts in the field, one is a master teacher I and principal IV who validated. To attain the validity of the survey questionnaire, the instrument was submitted to the experts, for review, and scheme. The questionnaire was tested for 20 parents excluded from the respondents for its reliability since it was a researcher-made instrument. The result of Cronbach Alpha is .979 which means that questions are excellent and easy to understand.

**Data Analysis** - The following statistical tools were used in data analysis.

- Frequency and Percentage Distribution. These were employed to find out the number of cases
- Percentages per category of the research instrument.
- Weighted Mean. This was used to determine the assessments on the Teaching strategies in Modular Distance Learning of Parents for Grade Two Learners.
- Analysis of Variance (ANOVA). It was used to test the significant difference between the analysis of the Teaching Strategies in Modular Distance Learning of parents when grouped according to educational attainment whether starting before the lessons, during, and after the lessons.

**Ethical consideration** - The researcher applied ethical considerations developed by Resnik (2019). In connection to the involvement in this study. The researcher asked permission from the respondents before sending the instrument to them. She secured their data privacy, Under the Data Privacy Act (Republic Act. No. 10173) and the results of the study. The truth and respect for the answer of the respondents are very important, she also acknowledges the name of those studies that contributed to this study. The respondents answer the survey questionnaire according to their free will and time, respect for anonymity, and confidentiality. The privacy of the respondents was respected and protected. Informed consent process. Respondents were asked permission before being given the link to answer that they were part of the study. The researcher guaranteed that there were no risk conditions in this study including all aspects of the respondents.

### 3. Results and Discussion

#### 3.1 Profile

**Table 2**

*Educational attainment of parents 'respondents*

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE	TOTAL %
Elementary Graduate	4	8%	
High school level	9	18%	100.00
High school graduate	16	32%	
Vocational	2	4%	
College level	12	24%	
College Graduate	7	14%	100.00
	50	100%	

Table 2 presents the educational attainment of the Respondents from Elementary graduates to college graduates. It dominates by high school graduates. However, next in line is the college level. This result is like the study of Connell et al. (2020) that participants dominated the academic secondary education.

**Table 3**

*Respondents' assessment on the level of teaching strategies in modular distance before starting the lesson*

Teaching Strategies before starting a lesson at home	Mean	Interpretation
Start with riddles	2.50	seldom
Start with questions	3.58	Always
Starts with a game	2.40	Seldom
Start with puzzles	2.50	Seldom
Start by showing a picture	3.14	Sometimes
Start with watching a video	3.06	Sometimes
Overall	2.86	Sometimes

*Legend: 3.51-4.00 – Always, 1.51-2.50 – Seldom, 2.51-3.50 – Sometimes, 1.00-1.51– Never*

Table 3 shows the value of the mean is 2.86 that parents sometimes used teaching strategies before starting a lesson at home when teaching their kids during this time of the pandemic. Especially, sometimes they start by showing a picture to make the lesson understandable, start by watching a video to make a kid attentive and start with a question to make the learners develop their critical thinking. However, they must start with puzzles to promote the quick response of mind, start with a game to make a learner fun or eager to learn more, and start with a riddle to measure the knowledge of the kids and have fun learning. In connection, Abante et al. (2021) stated that in modular learning, parents are sometimes too busy to get the modules from schools given by the adviser.

#### 3.2 Levels of Teaching Strategies of Parents Respondents at home.

**Table 4**

*Respondents' assessment on the level of teaching strategies in modular distance during the lesson*

Teaching Strategies during lesson proper at home	Mean	Interpretation
According to the level of kids	3.88	Always
By pattern	3.46	sometimes
Giving situation/ problem solving	3.62	Always
By using the 3R strategy	3.86	Always
By giving more examples	3.44	Sometimes
By reading a short story	3.28	Sometimes
Overall	3.59	Always

*Legend: 3.51-4.00 – Always, 1.51-2.50 – Seldom, 2.51-3.50 – Sometimes, 1.00-1.51– Never*

Table 4 presents the value of the mean is 3.59. It means that the parents always use teaching strategies during discussing the lesson with their kids at home. Especially, they always use the 3R strategy for the learners

to understand basic skills like reading, writing, and arithmetic. By giving a situation/problem solving, learners learned not to imitate the bad happening but look at the bright side of what parents cite. And teaching according to the level of the learners, so that it will more comprehensive. However, they must also emphasize giving more examples to make a lesson understandable, by reading short stories to motivate learners to listen and gain moral lessons, and by pattern, especially in mathematics, this strategy is most applicable. According to Bean JC, and Melzer D. (2021) Classroom strategies for improving students' writing, critical thinking, and active learning were always used in coaching students.

**Table 5**

*Respondents' assessment on the level of teaching strategies in modular distance after the lesson*

Teaching Strategies After the lesson proper at home	Mean	Interpretation
By giving money to the encouragement of studying harder.	1.82	seldom
By giving their favorite food as a reward when they finished their activities on time.	2.76	sometimes
By giving toys as a reward for the output well done.	2.00	seldom
By giving an assigned task if not attentive to the lesson.	2.00	seldom
By letting them play outside the house when they finish the activities.	3.10	Sometimes
By letting them free from cleaning the house when they finish the activities in each time.	2.02	seldom
By praising them, saying excellent, good job, great job, very good, good, well done, etc.	3.80	always
Overall	2.50	Seldom

*Legend: 3.51-4.00 – Always, 1.51-2.50 – Seldom, 2.51-3.50 – Sometimes, 1.00-1.51 – Never*

Table 5 indicates the parents seldom use teaching strategies after the lesson, with a composite mean value of 2.50. Parents in Modular Distance learning seldom by giving money for encouragement to study harder to their kids because they don't want their kids' dependent on money for studies, by letting them free from cleaning the house when they finish the activities at a given time. It is because they want their kids to learn basic home activities to help their mothers. By giving an assigned task if not attentive to the lesson, because parents avoid learning by punishment but instead promote intrinsic motivation, giving toys as a reward for the output well done, because it is expensive, and most parents cannot afford to do it. However, by giving their favorite food as a reward when they finished their activities on time, they love doing it but not all the time depending on the budget. By letting them play outside the house when they finish the activities, they allowed their kid with cautious and limited within the premises. And by praising them, saying excellent, good job, great job, very good, good, well done, etc. It inspired the kids to do more and study harder. However, it contradicts Curwin et al. (2018) that praising them is not a strategy but an appreciation, it means that from a feeling, not a reward.

**Table 6**

*Summary assessment on the level of teaching strategies in modular distance learning for grade two learners*

Summary of the Respondents' Assessment on the level of Teaching strategies in Modular Distance Learning	Mean	Interpretation
Before starting the lesson teaching strategies of parents at home	2.86	sometimes
During starting the lesson teaching strategies of parents at home	3.59	Always
After starting the lesson teaching strategies of parents at home	2.50	seldom
Overall	2.98	Sometimes

*Legend: 3.51-4.00 – Always, 1.51-2.50 – Seldom, 2.51-3.50 – Sometimes, 1.00-1.51 – Never*

Table 6 presents the summary of the assessments of the Teaching Strategies in Modular Distance Learning. The composite mean value of 2.98 indicates that the parents sometimes use teaching strategies before starting the lesson. They are more focused on using teaching strategies during the lesson proper. And most likely weakest in using it after the lesson.

**Table 7***Significance difference of respondents when group according to sex*

Modular Distance Learning Teaching Strategies	Sex	Sum	Mean	Variance	P-Value	Decision on HO	Interpretation
Before starting the lesson	male	13.67	2.73	1.06	0.70	Accepted	Not significant
	female	126.17	2.87	0.49			
During the lesson	male	17.67	3.53	0.24	0.80	Accepted	Not significant
	female	161.83	3.60	0.27			
After the lesson	male	12.14	2.43	1.16	0.81	Accepted	Not significant
	female	112.86	2.51	0.44			
Overall	Female	133.62	2.99	0.40	0.77	Accepted	Not significant

*Legend: Alpha-0.05*

Table 7 shows female or mother is dominant in terms of number in teaching the children at home. Also shows a 0.77 P-value which means the decision is accepted the null hypothesis that there is no significant difference when respondents group to their sex. Similar to the findings of Kaahwa M, Zhu C, and Muhumuza M (2019) that was no statistically significant difference in terms of gender and residence.

**Table 8***Significance difference of respondents when group according to Educational Attainment*

Modular Distance Learning Teaching Strategies	Sex	Summary	Mean	Variance	P-Value	Decision on HO	Interpretation
1. Before starting the lesson	Elem. Graduate	7.50	1.88	0.12	0.06	Accepted	Not significant
	High School Level	23.83	2.65	0.81			
	High School Graduate	48.67	3.04	0.36			
	Vocational	6.33	3.17	0.50			
	College Level	35.50	2.96	0.57			
2. During the lesson	College Graduate	21.33	3.05	0.43	0.04	Rejected	Significant
	Elem. Graduate	12.67	3.17	0.09			
	High School Level	29.17	3.24	0.62			
	High School Graduate	57.83	3.61	0.20			
	Vocational	7.17	3.58	0.01			
3. After the lesson	College Level	46.17	3.85	0.05	0.21	Accepted	Not significant
	College Graduate	26.50	3.79	0.19			
	Elem. Graduate	7.86	1.96	0.98			
	High School Level	22.00	2.44	0.52			
	High School Graduate	40.86	2.55	0.51			
Overall	Vocational	5.71	2.86	0.04	0.10	Accepted	Not significant
	College Level	27.71	2.31	0.20			
	College Graduate	20.86	2.98	0.60			
Overall	High School Graduate	49.12	3.07	0.35			

*Legend: Alpha-0.05*

Table 8 presents the educational attainment of the parents which is the dominant number is the high school graduate with a 0.10 P-value that the decision is accepted the null hypothesis which means there is no significant difference when respondents group to their educational attainment. As stated by Adigue et al. (2021) there is a significant negative in parents' educational attainment. However, During the lesson shows there is a significant difference in the P-Value of 0.04, since the Alpha is 0.05 it rejects the null. So, regardless of educational attainment parents show their concern for their teaching strategies.

#### 4. Summary of Findings

The male respondent is five (5) which is equivalent to 10 percent while female respondents are 45 which is equivalent to 90 percent. So, a total of fifty (50) respondents. So, 32% of them are high school graduates, the value means is 2.86 and parents sometimes used teaching strategies before starting a lesson at home when teaching their kids during this time of the pandemic. Also, the value of the mean is 3.59, which means that the parents are always using teaching strategies during discussing the lesson with their kids at home. And parents

seldom use teaching strategies after the lesson, with a composite mean value of 2.50. Parents in Modular Distance learning seldom by giving money for encouragement to study harder to their kids because they don't want their kid's dependent on money for their studies, by letting they are free from cleaning the house when they finish the activities at a given time.

The summary of the assessments of the Teaching Strategies in Modular Distance Learning. The composite mean value of 2.98 indicates that the parents sometimes use teaching strategies before starting the lesson. They are more focused on using teaching strategies during the lesson proper. And most likely weakest in using it after the lesson. Finally, a 0.77 P-value means the decision is accepted the null hypothesis that there is no significant difference when respondents group to their sex. And a 0.10 P-value that the decision is also accepted the null hypothesis which means there is no significant difference when respondents group to their educational attainment.

## 5. Conclusion

The following conclusions are drawn from the findings of this study:

- The parents-respondents are mostly female and high school graduates. However, college-level is the next in line in terms of educational attainment.
- In terms of teaching strategies before starting the lesson parents have sometimes used them to motivate their kids to become attentive to the lesson they taught. They are more focused on using teaching strategies during the lesson proper to make learners understand very well the specific lesson to achieve high grades in school and most likely to get an award from the adviser of their kids. And weakest in using those after the lesson, they are seldom in giving money for encouragement to study harder their kids because they don't want their kids' dependents on money in studies and letting kids free from cleaning the house when they finish the activities at a given time.
- The assessments of the parent respondents have accepted the null hypothesis that there is no significant difference when respondents group to their sex but in educational attainment only in teaching strategies during the lesson proper has a significant difference. And, before and after the lesson have no significant difference. Therefore, I conclude that there is no significant difference when respondents group to their sex and educational attainment.

### 5.1 Recommendations

The following are recommendations based on the conclusions drawn:

- The parents maybe use teaching strategies before starting the lesson to motivate their kids to become attentive to the lesson they taught.
- Parents may also be more focused on using teaching strategies during the lesson proper to make learners understand very well the specific lesson to achieve high grades in school and most likely to get an award from the adviser of their kids.
- Parents maybe not forget to praise their kids by saying excellent, good job, great job, very good, good, well done, etc. after the lesson they taught at home to inspire learners to study more in the next lessons.

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