

## **Flexible Learning Options (FLOS): A Framework to Alternative Approaches to Post Secondary Education**

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**Abstract:** Flexible Learning Options (FLOs) concept is delivering a learning process on online studies, open, and traditional sessions. The aim of the study is to identify the different approaches to flexible learning options among the post-secondary students and to propose possible intervention on the flexible learning options on the alternative delivery approaches to post-secondary students which sought to answer the different alternative delivery approaches to Flexible Learning Options (FLOS) among the post-secondary students in terms of course scheduling and location, course design, program design, and distance learning.

Descriptive research method is utilized in the study as this design provides sound and description of the situation in the study. It provides accurate and provides prediction on the flexible learning options, a framework to alternative approaches delivery to post-secondary students.

The respondents of the study are the License Professional Teachers (LPT) at the Department of Education, Quezon City District and comprised of 30 respondents from the different departments of Novaliches High School. This is conducted for the period 2019-2020. It reveals that different alternative delivery approaches to flexible learning options (FLOS) among the post-secondary education students in terms of course scheduling and location shows that the approach addresses one of the most significant barriers working adults face in trying to access and complete credentialed education programs due to their lack of time, in terms of course design provides intensive classes and preferences of students. In terms of program design shows very creative to encourage adult students to enroll, and in terms of distance learning shows opportunities and offers for non-traditional learning of the entire program.

**Keywords:** Flexible Learning Options (FLOs), Alternative Approach, Delivery Learning, Course Scheduling and Location, Course Design, Program Design, and Distance learning

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### **I. CONTENT AND RATIONALE**

Flexible Learning Options (FLOs) concept is delivering a learning process on online studies, open, and traditional sessions. The approaches of learning take a deep strategic and life-long process. The methods and approaches concern is to address the learning process engagement to learning outcome despite of the sizes of the class, direction to the different strategies, program and curriculum designs, and innovations for the students to explore. The concept of the flexible learning options concern is the value of program given to provide educational engagement pathway to alternative approaches in the post-secondary education. Exploring the position of the program development of FLOs identifies the impact of the students' learning enhancement. It challenges the concepts and values of alternative approaches to flexible learning options, Thomas, (2019).

Nevertheless, flexible learning options role is to provide context toward standard system in the process of alternative delivery approaches to post-secondary education. It explores the concept of areas where students can improve their academic performance and increase their flexible learning. It helps and provides critical thinking on different approaches to alternative delivery learning to FLOs. The flexible learning options behavior and engagement of students provide a determination on the participation, and attendance of students inside the classroom. It increases the engagement program maintained to improve and mainstream flexible learning of students on their role to alternative delivery techniques, Thomas, & Dymont, (2019). On the other hand, programs on flexible learning play a significant role on the post-secondary education toward successful completion on the knowledge background of the FLOs. It determines fragment on a sizeable program that reflects on the capacity of students' success. Flexible learning options program indicates support and mix evidence to students gain experiences positively on their outcome, values, and learning. It outlines the flexible quality framework on program of learning through conditions, principles, actions, outcomes, and value dimension frames. It exactly mandates program of the flexible learning framework for specific content applied for success facilitation and purposes of student learning, teRiele, (2019).

On the other hand, determining the alternative approaches to FLOs increases the workforce through knowledge and diverse skills the ability to adopt and to face students with full confidence and provide a better output. It requires an intensive training to delight the gaps for competency and standard in the global world. FLOs provides post-secondary education a mainstream to work-well, however; it provides mechanism and understanding the increase proliferation utilize in the program of work on the learning perception toward environment. The development describes the application on the alternative delivery approaches to FLOs engagement indicating the environment of learning that are aligned to the student needs and cohorts. It highlights the influential environment of learning necessary to condition of the post-secondary education workforce in the creation of competent and efficient learning of the students, Welters, Lewthwaite, Thomas, & Wilson, (2019). Nonetheless, a paradigm undergoing innovation in building learning atmosphere reforms the pedagogy of learning outcome of students. It prepares students in their stage of learning to succeed in an advance trend of process area. It emerges the post-secondary education across the learning atmosphere and environment arrays that lead to strive and to adapt practices in teaching that enhances outcome among the students. Hence, alternative delivery approach provides spaces to flexible learning options relative to different ways in the facilitation of learning and teaching experiences in the traditional classroom setting emerge with education focus mirrored with spatiality and practices, adaptable in flexible atmosphere of learning in nature, coupled with pedagogies in the student-centered usage in class interaction, engagement in collaboration of the lesson content to produce a better outcome in a beneficial outcome of learning, Kariippanon, et.al., (2019).

Additionally, FLOs has system to improve the ability of the outcome of students in their learning performance. The alternative approaches to the system better enhances the post-secondary education in the process of their determination to achieve their purposes in carrying out the paradigm of their flexible priorities and practices. It assesses the school prevailing system and models. It provides answers to strengthen students and weaknesses review and design including methods in paving the bases of the program and system matching the impact and effect of the outcome of the FLOs. It illustrated the approaches to improve the required quality system in the alternative delivery approaches to FLOs, Savas, (2019), considering the efforts that have been established in the alternative approaches to FLOs exploiting the flexibility of the learning process and the system. It is the flexibility of the resources to learning options. The ability to deploy flexible learning options and resources provides variations in the system point and view. It provides system on the concept and example to demonstrate flexible learning options and atmosphere presented in the approaches to the learning framework of the students. This outlines the challenges and directions toward flexible learning options as a framework to alternative delivery approaches among the post-secondary education, Li, Liu, Li, Shao, & Liu, (2018).

Similarly, the promotion of FLOs engagement provides students on the flexible learning and atmosphere in a competitive school of learning. The flexible cohort and learning provides noteworthy outcome on the values on educational pedagogy among the learners. The engagement of the flexible atmosphere and learning is obscured and assess the effect and impact in the education, training and future of the learners, bearing the impact of the positive achievement and outcome to the academics of students. Emphasizing the learning atmosphere and environment on their self-esteem and belonging as a prerequisite to students' success, despite of the FLOs prominence and effectiveness among the students. It endeavors on the impact of the students learning atmosphere and belongings that entails benefits extended to their time and well-being in school development of FLOs to self-exploration in the post-secondary education system and its competency and effectiveness towards learning atmosphere focusing on the encouragement of exploration in flexible learning of students. FLOs in teaching integrates the new technology system and experiences involve in the methods and techniques in support to the learning atmosphere of the students and the structure of the FLOs as a framework to alternative delivery approach in the post-secondary education in the different dimensions in learning as to recall, invention, understanding, recommendation, demonstration and explanation that can give an impact to the course content, time, requirements, approaches to resources and instructional learning in the logistic delivery. The delivery learning and development situation is applicable to self-instruction in learning and flexible approach. It comprehends the material and concept to a suitable learning situation constrain on interaction on the FLOs alternative approaches to realistic learning, Ahmad, (2018).

### **Objectives:**

1. To identify the different approaches to flexible learning options among the post-secondary education student.
2. To propose possible intervention on the flexible learning options on the alternative delivery approaches to post-secondary education students.

**Research Question:**

1. What are the different alternative delivery approaches to flexible learning options (FLOS) among the post-secondary education students in terms of
  - a. Course Scheduling and Location,
  - b. Course Design,
  - c. Program Design, and
  - d. Distance learning?

**Proposed Innovation, Intention and Strategy**

Flexible Learning Options (FLOs) plays an important role in the alternative learning approaches to teachers and students. It innovates and develops idea on techniques to create a better style in the improvement of the learning output into good, better and best. This provides an effect and transformation on teaching strategies that requires immediate implementation in the alternative delivery approaches to teaching. It is a social transformation practices to flexible learning options, MacDonald, Bottrell, & Johnson, (2019).

Hence, proposed innovations, intentions and strategies would be as follows:

**1. Innovation on learning flexibility**

The pedagogy in alternative approaches to post-secondary education adopts different approaches and application to the implementation of the innovative learning flexibility. This is based on the needs of the learners. It materializes on various techniques and styles to better equip students in their learning flexibility since students are being nurtured in their education, Ng, Wang, Luk, & Kwan, (2016).

**2. Innovation on traditional classroom**

There is a need to examine classroom among the teachers. It must be conducive for learning. Classroom is crucial to learning process of the students. Replacement of the traditional classroom into high tech classroom would motivate students to study and learn a lot. It provides comfort among the students and teachers as well. It helps the activities perform inside the classroom to be competent in the learning process and improves the ambiance for the learning of the students, Zhang, (2019).

**3. Innovation on academic outcome**

School is considered as one of the places of learning. It is the second home for learning among the students. They can be mold and shape according to their desire and motivation to learn. It is an opportunity for students to excel and improve in their learning process. Many opportunities are associated to the learning process of the students that resulted to their academic performance and academic outcome. It is an ideal to promote knowledge on their academics, Watson, et.al., (2017).

**4. Innovation on the focus of learning environment**

Learning process depends on the environment and its conduciveness. That is one of the concerns of the school in the post-secondary education. It provides a competitive learning environment and advantage in the setting of learning which is the key and concept of the Department of Education (DepEd). It examines the true essence of learning and effectiveness. It conceptualizes the environment learning in knowledge, information, memory and distribution of the advantage of competitive focus innovation in learning, Namada, (2018).

**5. Innovation on the upgrade school facilities**

Innovation on the transformation or upgrade facilities provides competitiveness on the quality of education. It examines the upgrade utilization of the facilities for better learning. It equips student in the latest trend of technology in learning through technology in libraries, and Integrated Program Television etc. It provides advance upgrade in the knowledge of learning among the students and skills. Upgrade facilities enhance and develop skills of students that promotes learning, Ali, et.al., (2019).

## **II. RESEARCH METHODS**

Descriptive research method is utilized in the study as this design provides sound and description of the situation in the study. It provides accurate and provides prediction on the flexible learning options, a framework to alternative approaches delivery to post-secondary education. It also describes the methods and surveys of the research problem. It also provides and implements a description and pattern on the steps in the evaluation of the study. It is a tool for collecting information on the flexible learning options as a framework to alternative approaches to post-secondary education in the area of course scheduling and location, course design, program

design and distance learning related to the pattern implementation of descriptive research design and method, Asadollahi, Kheirabadi, & Mirzaei, (2019).

### Participants of the Study

The respondents are the License Professional Teachers (LPT) at the Department of Education, Quezon City District. The study comprised of 30 respondents from the different departments of Novaliches High School. This is conducted for the period 2020.

### Sources of Data Information

Flexible Learning Options (FLOs) is one of the alternatives and approaches to teaching in the public schools. All the information in the study is guided on the plans and objectives of the study. Upon formulation of the goals and research questions, the researcher gathered data in the internet and interview those respondents who have expertise in the flexible learning options as alternative techniques in teaching students in the secondary education. All their suggestions are given emphasis to strengthen the framework and background of the study. Problems in the mainstream in education of the students in the flexible learning options align to correspond needs of the students in their learning enhancement tailored with different pedagogies and flexible curriculum support to education, Myconos, 2018).

### Data Gathering

Upon approval of the request from the Principal of Novaliches High School to conduct a survey for the research study. The researcher floated the questionnaire and retrieve them 100% without delay. Answers of the respondents were taken with utmost confidentiality for purposes of analysis and intervention of the study.

## III. DATA ANALYSIS

**Table 1. Different alternative delivery approaches to flexible learning options (FLOs) in terms of Course Scheduling and Location.**

Indicators	WM	Interpretation	Ranking
1. Course scheduling is common and simple to increase the strategy in post-secondary program flexibility of the course and location offering.	3.99	Agree	4
2. The approach addresses one of the most significant barriers working adults face in trying to access and complete credential education programs due to their lack of time.	4.57	Strongly Agree	1
3. Scheduling classes on weekends and day-shift working students are available.	4.40	Agree	2.5
4. It also involves offering classes at branch or satellite campuses that are closer where students live and work.	4.40	Agree	2.5
5. It is a creative alternative delivery approaches in flexible learning options on post-secondary students.	3.75	Agree	5
<b>Average Weighted Mean</b>	<b>4.22</b>	<b>Agree</b>	

Table 1 presents the weighted mean and the corresponding interpretation on the alternative delivery approaches to flexible learning options in terms of course scheduling and location

As noted in the table, rank1 is “The approach addresses one of the most significant barriers working adults face in trying to access and complete credential education programs due to their lack of time”, with weighted mean of 4.57 or Strongly Agree in which teaching procedure is the same just to finish their secondary level, Hence, rank 2 is shared by the two indicators which are ”Scheduling classes on weekends and day-shift working students are available” and “It also involves offering classes at branch or satellite campuses that are closer where students live and work”, with weighted mean of 4.40 or Agree. This emphasizes that school is doing their very best to reach students gain knowledge for their learning process. The least in rank is “It is a creative alternative delivery approaches in flexible learning options on post-secondary students”, with weighted mean of 3.75 or Agree. The overall average weighted mean is 4.22 or Agree. This shows that course scheduling and location is a problem considering the status of the students in the public school, Jamal, (2019).

**Table 2. Different alternative delivery approaches to flexible learning options (FLOs) in terms of Course Design**

Indicators	WM	Interpretation	Ranking
1. Course design meets the needs of students on courses convenient time and location.	4.20	Agree	2
2. Number of days in their course design suits to learning enhancement of students.	3.47	Moderately Agree	4.5
3. Course design provides intensive classes and preferences of students.	4.45	Agree	1
4. Addresses the need of student course and progress at their own pace of their program course design.	3.47	Moderately Agree	4.5
5. Allows manageable for students course design with limited time and energy.	3.57	Agree	3
<b>Average Weighted Mean</b>	<b>3.83</b>	<b>Agree</b>	

Table 2 presents the weighted mean and the corresponding interpretation on the alternative delivery approaches to flexible learning options in terms of course design.

As observed in the table, rank 1 is “Course design provides intensive classes and preferences of students” with weighted mean of 4.45 or Agree. This shows that school course design and curriculum is an intensive for the student preferences. Rank 2 is “Course design meets the needs of students on courses convenient time and location”, with weighted mean of 4.20 or Agree. It emphasizes that course design is based on the needs and comfort of the students to learn. Rank 3 is “Allows manageable for student course design with limited time and energy”, with weighted mean of 3.57 or Agree. This shows learning process is only based on the students capacity and level. The least in rank is shared by the two indicators which are ”Number of days in their course design suits to learning enhancement of students” and “Addresses the need of student course and progress at their own pace of their program course design”, with weighted mean of 3.47 or Moderately Agree. There is a limited number of days required by the Department of Education where all learning process must be incorporated on the time frame within the year. The overall average weighted mean is 3.83 or Agree. Course design of students is the biggest challenge face by the Basic Education Curriculum because they are considering the needs and demands of the curriculum in the society. This must be updated according to the trends in the education and in the millennial period, Showalter, & Chiorescu, (2019),

**Table 3. Different alternative delivery approaches to flexible learning options (FLOs) in terms of Program Design**

Indicators	WM	Interpretation	Ranking
1. Program design is useful to provide more flexible and convenient courses for students.	4.48	Agree	2
2. Ensures that more adult students earn in post-secondary education.	3.38	Moderately Agree	5
3. Implement the program design to increase adult student to access the post-secondary education as well as their completion degrees.	4.20	Agree	3
4. Program designs are creative to encourage adult students to enroll.	4.79	Strongly Agree	1
5. Program design includes modular programs, accelerated programs, bridge programs and career pathway programs.	3.59	Agree	4
<b>Average Weighted Mean</b>	<b>4.08</b>	<b>Agree</b>	

Table 3 presents the weighted mean and the corresponding interpretation on the alternative delivery approaches to flexible learning options in terms of program design.

As seen in the table, rank 1 is “Program designs are creative to encourage adult students to enroll”, with weighted mean of 4.79 or Strongly Agree. Program design created by the Department of Education encourages students to enroll due to its uniqueness, creativity, and resourcefulness. Rank 2 is “Program design is useful to

provide more flexible and convenient courses for students”, with weighted mean of 4.48 or Agree. This shows that program design for students is flexible for their learning enhancement. Rank 3 is “Implement the program design to increase adult student to access the post-secondary education as well as their completion degrees”, with weighted mean of 4.20 or Agree. This shows that program they design is in preparation for their tertiary level. Rank 4 is “Program design includes modular programs, accelerated programs, bridge programs and career pathway programs”, with weighted mean of 3.59 or Agree. This shows that there are many programs to entice students to learn. The least in rank is “Ensures that more adult students earn in post-secondary education”, with weighted mean of 3.38 or Moderately Agree. This provides students to learn more according to their future goals. The overall average weighted mean is 4.08 or Agree. Program design for students are manageable for both ends to include strategic plans, management, leadership and assessment for planning and evaluation, Morrison, Ross, Morrison, & Kalman, (2019).

**Table 4. Different alternative delivery approaches to flexible learning options (FLOs) in terms of Distance Learning**

Indicators	WM	Interpretation	Ranking
1. Distance learning is a flexible delivery approaches for students.	<b>4.18</b>	<b>Agree</b>	<b>4</b>
2. It offers opportunities for non-traditional learning of the entire program.	<b>4.69</b>	<b>Strongly Agree</b>	<b>1</b>
3. Distance learning approaches of methods and techniques in teaching are also implemented.	<b>3.78</b>	<b>Agree</b>	<b>5</b>
4. Distance learning students have the same privilege from the normal students as to facilities of learning.	<b>4.40</b>	<b>Agree</b>	<b>2.5</b>
5. Distance learning is also a traditional classroom approach like completion rates and acceptable course grades and test scores.	<b>4.40</b>	<b>Agree</b>	<b>2.5</b>
<b>Average Weighted Mean</b>	<b>4.29</b>	<b>Agree</b>	

Table 4 presents the weighted mean and the corresponding interpretation on alternative delivery approaches to flexible learning options in terms of distance learning.

As noted in the table, rank 1 is “It offers opportunities for non-traditional learning of the entire program” with weighted mean of 4.69 or Strongly Agree. This shows that distance learning offers privilege to those students to become more flexible in their learning. Rank 2 is shared by the two indicators which are “Distance learning students have the same privilege from the normal students as to facilities of learning” and “Distance learning is also a traditional classroom approach like completion rates and acceptable course grades and test scores”, with weighted mean of 4.40 or Agree. This shows that education is for all no exemptions. Rank 3 is “Distance learning is a flexible delivery approaches for students”, with weighted mean of 4.18 or Agree. Distance education can also reach all because this program is for everybody. The least in rank is “Distance learning approaches of methods and techniques in teaching are also implemented”, with weighted mean of 3.78 or Agree. This shows that distance learning is for full implementation. The overall average weighted mean is 4.29 or Agree. Distance learning is a course for the students which are concerned on their pedagogical learning in terms of production, creation and teaching materials and tool in support to their learning enhancement and learning needs, Kaye, & Rumble, (2018).

**Work Plan and Timeliness**

**A. Course Scheduling and Location**

Course scheduling and location is important to consider in the alternative delivery approach for students and very timely because you can plan to schedule the learning of the students based on their availabilities, needs, predictabilities, events, observations and measures considering the flexible learning options of the teachers situated in the location of the learners. This can be done through feasibility study to better validate the course scheduling and location of the alternative delivery approach of the students. Course scheduling and location provides creativity to the alternative delivery approaches to students. This can be done before and after regular classes. It is a transmission of learning among the students to where the learning takes place doing tutorial lesson and assignment, counseling and time exam schedule, Kaye, & Rumble,(2018).

### **B. Course Design**

Planning for course design is based on the needs of the students and must be based on the basic education curriculum implemented by the Department of Education in conformance of the K-12 program. This can create a quality of education to be produced among the students environment in learning and environment experiences to include the materials needed in the instruction devices, activities in the learning process, interaction of students, information to quality education, access to gain skills in the blooms of learning. It is a mainstream design intended for students in their approaches to alternative delivery of learning, Skillings, (2018).

### **C. Program Design**

There is a need to design program for the students in the alternative delivery approaches and program. It is the processes where learning must be given emphasis since the center of learning are the students. The process will involve the innovation for learning including research, testing, evaluation, feedback, feasibility, analysis, planning of learning improvement, innovation, implementation, and maintenance. This is to explore and focus on the design for alternative delivery approach for students in terms of assessment, program design, curriculum and the likes in their flexible learning, Lieberman, (2017).

### **D. Distance Learning**

Since distance learning is a home study, there is a need to plan ahead of time the things needed in the distance learning, especially on the time and schedule convenient for the students to enhance a better alternative delivery approach to them. The setting is different because classes are done outside the school campus. Distance learning provides courses and education to those students who cannot come with their regular classes due to their work and can only be studying according to their time convenient to pursue their degree. It is a program that facilitates distant teaching and managing education system in a distance manner like modular learning, Simonson, Zvacek, & Smaldino, (2019).

## **Plans for Dissemination and Utilization**

### **A. Course Scheduling and Location**

This must be done before and after regular classes to identify students who will be included in the alternative delivery approach course of study. Course scheduling and location must be in convenient time flexible to the needs of the students. Consider the time and location of schedule and classes for them to attend without any reservation.

### **B. Course Design**

Course design must be in accordance with the basic education curriculum in support with the K-12 program and must be based on the learning needs of the students. Consider the capacity and ability of the students. Course design must lead to the strands of the students' goals and career in the future.

### **C. Program Design**

Program design must guide and lead students to earn their post-secondary education that will lead them to full alignment of their career path. It depends on the needs and demands of the job requirements and interest of the students.

### **D. Distance learning**

Distance learning must be fully implemented. Guidelines must be given emphasis. Encourage students to attend their distance learning education to help them achieve their goals and their future career path. Since education can answer their needs for a brighter tomorrow.

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**QUESTIONNAIRE ON FLEXIBLE LEARNING OPTIONS (FLOs): A FRAMEWORK TO  
ALTERNATIVE APPROACHES TO POST SECONDARY EDUCATION**

Name: \_\_\_\_\_  
(optional)

1. What are the different alternative delivery approaches to flexible learning options (FLOs) among the post-secondary education students in terms of Course Scheduling and Location, Course Design, Program Design, and Distance learning?

Directions: Please (√) the indicated number applicable to you using the following scale.

**Legend:**

5	Strongly Agree	SA
4	Agree	A



- 3 Moderately Agree MA  
 2 Disagree D  
 1 Strongly Disagree SD

<b>A. COURSE SCHEDULING AND LOCATION</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Course scheduling is common and simple to increase the strategy in post-secondary program flexibility of the course and location offering.					
2. The approach addresses one of the most significant barriers working adults face in trying to access and complete credentialed education programs due to their lack of time.					
3. Scheduling classes on weekends and day-shift working students are available.					
4. It also involves offering classes at branch or satellite campuses that are closer where students live and work.					
5. It is a creative alternative delivery approaches in flexible learning options on post-secondary students.					

<b>B. COURSE DESIGN</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Course design meets the needs of students on courses convenient time and location.					
2. Number of days in their course design suits to learning enhancement of students.					
3. Course design provides intensive classes and preferences of students.					
4. Addresses the need of student course and progress at their own pace of their program course design.					
5. Allows manageable for students course design with limited time and energy.					

<b>C. PROGRAM DESIGN</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Program design is useful to provide more flexible and convenient courses for students.					
2. Ensures that more adult students earn in post-secondary education.					
3. Implement the program design to increase adult student to access the post-secondary education as well as their completion degrees.					
4. Program designs are creative to encourage adult students to enroll.					
5. Program design includes modular programs, accelerated programs, bridge programs and career pathway programs.					

<b>D. DISTANCE LEARNING</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Distance learning is a flexible delivery approaches for students.					
2. It offers opportunities for non-traditional learning of the entire program.					
3. Distance learning approaches of methods and techniques in teaching are also implemented.					
4. Distance learning students have the same privilege from the normal students as to facilities of learning.					
5. Distance learning is also a traditional classroom approach like completion rates and acceptable course grades and test scores.					