

BRIDGING THE LEARNING GAPS AND EDUCATIONAL DISRUPTIONS CAUSED BY THE PANDEMIC

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The COVID-19 pandemic has immensely changed the way we live our lives. This includes the way we travel, the way we socialize with people, and even the way we educate our learners. Since then, the teaching and learning processes have never been the same, and the Department of Education (DepEd) had no choice but to cope with the adversities brought upon by the pandemic.

In response to the increasing health and security concerns due to the widespread of COVID-19 virus, DepEd introduced the different Learning Delivery Modalities (LDM) as part of their Learning Continuity Plan (LCP). The modalities include modular learning through printed or digitized modules, online learning, radio and television-based instruction, or the combination of these (blended learning).

Two years after the announcement of the global pandemic, the Philippine educational system has seemed to adopt the modalities mentioned above. Schools have now gradually reopened to allow limited in-person classes while observing health and safety protocols.

Students still studying through a modular approach are also encouraged to participate in face-to-face classes to recover from the learnings they have missed in the past two academic years.

The introduction of LDMs temporarily aided the need for learning continuity. However, it has undeniably posed numerous challenges such as low-quality teacher-

learner interaction, lack of motivation, the forceful adoption of online classes, and the circumstances experienced by the learners while studying at home.

These challenges had a substantial negative impact on education and students' lives. Aside from academic impact, the socio-emotional and physical health of the learners were also affected (Betebenner, 2021).

Since there are varying impacts on education, we cannot just treat every learner with the same intervention to fix their educational ailments and fill in the backlogs caused by the distance learning implemented in the previous two academic years.

In line with this, the Department of Education is developing the Learning Recovery Plan (LRP). This framework aims to address the learning gaps due to the pandemic-related educational disruptions.

The LRP will primarily revolve around learning remediation and intervention, the professional development of teachers, as well health, safety, and wellness.

Through the LRP, reading interventions will be intensified, and regular home visits and follow-ups will also be conducted. As for the teachers, physical and online learning action cell sessions are being eyed as well as adaptive teaching strategies and classroom assessments.

The implementation of the LRP will commence in 2022 and is expected to be completed starting School Year 2023-2024 and the succeeding years. It is a huge but necessary step that will bridge the learning gaps and educational disruptions brought upon by the pandemic.

While its results have yet to be seen, the learning recovery plan seems like the perfect solution to cope with and recover from the learning losses students have experienced since the pandemic began.

References:

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