

MOVING FORWARD BY GOING BACK: BRIDGING LEARNING GAPS IN NUMERACY

by:

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As most learning institutions in our country go back to onsite learning, the biggest hurdle that most educators confront in the classroom is learners' poor Mathematical skills, specifically for those who jumped from elementary to secondary education and who were modular distance learners for the past two years.

Based on the result of the Regional Diagnostic Assessment which was administered at the beginning of this school year in all public schools across Region III, there is a low percentage of learners who have achieved the minimum level of proficiency in various learning areas. For this reason, learning recovery plans were crafted by schools to bridge the learning gaps which were identified after a crucial analysis of assessment results.

Particularly in Mathematics, there is a huge gap especially, for Junior high school students who last attended face-to-face classes when they were still in elementary, thus, making them miss essential lessons regarding the fundamentals of Algebra and Geometry which serve as the framework of more complex Mathematics instructions. Some can't even execute basic competencies such as performing operations on integers and algebraic expressions while others don't even show a hint of interest in the subject because the symbols and expressions seem foreign to them.

Likewise, the same students can't accomplish tasks in other learning areas such as the computation of BMI in MAPEH, determining the equations involving the law of supply and demand in Economics, or solving various problems in Chemistry and Physics.

Hence, it is critical to provide learning interventions that will help develop the prior skills required, for them to fully grasp the more complicated competencies. Understanding the topics that they should've learned one or two years ago may be achieved through drills or short Mathematics exercises which may be provided at the start of each class. Poor performers may also be partnered with those who may help them learn quicker and better, hence, utilizing peer tutoring.

Furthermore, remediation sessions may also be conducted while employing the intervention materials which could be made available for consumption by both online and offline means. Learning programs may also be initiated to combat the effects of the two-year hiatus in education.

In the end, we must realize that as much as it is true that progress is impossible without change, it is also true that progress would only be possible if you have the right kind and enough amount of preparation. For us to move forward in education post-pandemic, we should take one step back and two steps forward to successfully accomplish our goals and objectives.

References:

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