

MAPEH LEARNING GAP TO TAP

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It has been a challenging year to consider the back-to-school or 100% face-to-face modality of the current school year 2022-2023. It is challenging that the pandemic left a mark of learning gaps and difficulties among the learners in terms of significant academic subjects including English, Mathematics, Filipino, Science, and Araling Panlipunan, but specifically in minor areas like MAPEH and others.

MAPEH plays a vital role in the child's development, for it helps stimulate learning through regular physical activities, musical awareness and inclination, health assessments or appraisals, and creative and manipulative skills in Arts lessons. It boosts their interest to learn. But the crucial time of covid-19 outbreak affects these activities which came limited and resulted in less knowledge acquisition and actual assessments among the learner-clienteles.

New ways of learning have been introduced among the learners during these times, such as the use of synchronous and asynchronous virtual lessons and the nationwide implementation of self-learning modules for distance learning.

Unfortunately, not all learners are capable of doing so due to some disruptions according to Adam Welcome in his article entitled Learning Gaps: Types, Examples, and Tips to Solve Them in 2021. He stated that some of the main disruptions are the glitchy technology, replacements of teachers, and at-home distractions. Unavailability of internet connections among par flung or remote areas and to the less fortunate individuals may also be one reason. The use of self-learning modules seems to be burdensome among the non-readers and the beginning readers as well, if without the presence of the parent or

guardian who serves as the home facilitators during those times. Learning difficulties have been encountered by the learners due to other home distractions which resulted in increased educational learning loss and gaps, although the educators, particularly the teachers, did their best to help them cater to their educational necessities.

However, in order to cope with the learning delays during the lockdowns brought on by the pandemic which hinders the conduct of physiological and psychosocial activities involved in MAPEH subjects, in an actual scenario of the present time where the learners are already allowed to be back to school, the teacher has to bridge the gap by means of assessing the learners through the initial conduct of physical fitness tests to diagnose their present physical health condition. Initiating a careful study on individual learners will be a great help in addressing their learning difficulties and physical fitness needs as well as other learning necessities in relation to the said area.

Discovering the child's learning deficiencies and difficulties must be the primary step to be done. Hence, it is the teacher's responsibility to provide necessary adjustments to teaching to make the teaching and learning process more appropriate, attainable, and effective to the learner's needs.

Tapping these learning gap issues cannot be cured overnight. It is a step-by-step formulation and implementation of teaching strategies and interventions for a teacher, which particularly needs to be reflected according to the diagnosed problems. Strategize lessons from the basics to the more complex but achievable ones. Continuous and early feedback on the learners' skills and capabilities in performance task assessments must be practiced. Transparency of grading the child's performance regularly. Most of all, it is important to provide necessary assistance for those who are struggling learners.

In this regard, MAPEH learning gaps will be treated accordingly and the learner-clientele will be able to withstand such difficult conditions - "Difficulty to Resiliency."

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