Bridging Learning Gaps & Promoting Psycho-social Well-being of Students

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## Impacts of COVID 19 on Education in Korea

### Percentage of Low-performing students (June, 2022)

<table>
<thead>
<tr>
<th></th>
<th>3rd Graders in Middle Schools</th>
<th>2nd Graders in High Schools</th>
</tr>
</thead>
</table>

*Source: National Assessment of Educational Achievement Result, June 2022, Ministry of Education of ROK*
Impacts of COVID 19 on Education in Korea

Changes in Youth Life after COVID-19

< Source: A comprehensive Survey of Youth 2020, Ministry of Gender Equality and Family of ROK >
“Education Recovery” Project launched by the Ministry of Education (July, 2021)

A comprehensive recovery project to provide academic and psychological support for students that have had to cope with the prolonged COVID-19 pandemic
3 Tasks of Education Recovery Project

01  Recovery from the Educational Deficit
   ✓ academic support
   ✓ psycho-social support
   ✓ improving physical health

02  Tailored Support
   ✓ for preschoolers
   ✓ for vocational high school students
   ✓ for multicultural, disabled, or North Korean defector students

03  Improving Educational Conditions
   ✓ easing overcrowded classes
   ✓ establishing infrastructure for the future education
<table>
<thead>
<tr>
<th>Category</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic support (about $85 million)</td>
<td>Small Sized Classes for <strong>Supplementary Learning</strong></td>
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<td></td>
<td>Supplementary Classes of Multicultural or Mid-entry students</td>
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<td></td>
<td>College Students’ Tutoring</td>
</tr>
<tr>
<td>Psycho-social Support (about $15 million)</td>
<td><strong>Restoring Social Skills through Peer-relationship Building Activities</strong></td>
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<td></td>
<td><strong>Restoring Social Skills through Art-related Activities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>In-school Counseling Programs(Wee-Class)</strong></td>
</tr>
<tr>
<td>Support for Vulnerable Students</td>
<td>Tailored Support for multicultural students, dropout students, and students in alternative education</td>
</tr>
<tr>
<td>Education Recovery Promotion Team</td>
<td><strong>Cooperative Task Force Team for the Education Recovery Project</strong></td>
</tr>
</tbody>
</table>
1. Small Sized Classes for Supplementary Learning

- **Demand Survey**
  - subjects or courses students want to learn
  - teachers themselves open courses based on student diagnostic tests

- **Course Opening**
  - match the students and teachers

- **Class Operation**
  - 1~20 students
  - after school or weekends
  - in-person or on-line
<table>
<thead>
<tr>
<th><strong>Korean</strong></th>
<th><strong>Math</strong></th>
<th><strong>English</strong></th>
<th><strong>Science</strong></th>
<th><strong>Social Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Math in Life</td>
<td>Basic English Reading</td>
<td>Journey to the Earth</td>
<td>Travel to Korea(Geography)</td>
</tr>
<tr>
<td>Reading in Life</td>
<td>Basics in Math</td>
<td>Basic English Grammar</td>
<td>Basic Algorithm</td>
<td>Discussions about Korean History</td>
</tr>
<tr>
<td>Modern Poems</td>
<td>Probability &amp; Statistics</td>
<td>English Movies&amp;Pops</td>
<td>Biology &amp; Our Bodies</td>
<td>Stories with Judicial precedent</td>
</tr>
<tr>
<td>Language &amp; Mass Media</td>
<td>Calculus</td>
<td>Basic English Writing</td>
<td>Logics &amp; Analysis in Science</td>
<td>Political Issues &amp; Law</td>
</tr>
<tr>
<td>Traditional Korean Literature</td>
<td>Mathematical Thoughts</td>
<td>Talk Talk in English</td>
<td>Chemistry Experiments</td>
<td>Western History</td>
</tr>
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</table>
Effects of Supplementary Learning

What aspects of the classes did you like?

- Teacher’s personal guide and teaching: 59.2%
- Good quality communication with teachers: 42.8%
- Learning according to each student’s academic level: 38.3%
- Small class size, class time, and place: 24.4%

How satisfied are the students with the classes?

- Highly satisfied: 50%
- Satisfied: 30%
- Neutral: 18%
- Unsatisfied: 1%
- Very unsatisfied: 1%

Number of students: 1,672

<source: Materials for Gyeonggi Education Recovery in 2022>
Effects of Supplementary Learning

Performances

✓ emotionally comfortable at schools
✓ increasing students’ motivation and confidence in learning
✓ increased interaction and stronger rapport between students and teachers
✓ experimental and diversified teaching methods
✓ diversified courses according to student’s needs and level

Limitations

✓ increasing teachers’ workload and fatigue
✓ difficulties in dealing with low-level students
✓ difficulties in persuading low-performance students to take the classes

<source: Analysis of Gyeonggi Education Recovery Project Operation in 2022, Gyeonggi Institute of Education>
## 2. Psycho-social Program Examples

<table>
<thead>
<tr>
<th>Programs</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 01 Peer-relationship Building Activities | • Sports clubs, small-size sports festivals  
• Recreational activities in classes  
• Field trip by class, etc. |
| 02 Art-related Activities        | • Class Drama/Orchestra/Musical Performance  
• Film Making  
• Art Exhibition, etc. |
| 03 In-school Counseling          | • Group Counseling  
• Drama Therapy  
• Photo-zone in school, etc. |
Effects of Psycho-social Support Programs

Performances

✓ students’ initiated activities
✓ making club activities more active
✓ more enjoyable life at schools
✓ a closer relationship with peers and classmates
✓ more comfortable with visiting in-school counseling rooms
✓ cooperation with expert counseling and follow-up measures

Limitations

✓ conflicts in the division of work in schools and increased teachers’ workload
✓ the gap between schools and teachers
✓ temporary project

<source: Analysis of Gyeonggi Education Recovery Project Operation in 2022, Gyeonggi Institute of Education>
Thank you!