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Parallel Session IV

Room 1

THE EFFICACY OF THE USE OF DIFFERENT TEACHING APPROACHES OF MATH TEACHERS IN VICTORIA, LAGUNA

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ABSTRACT. The main focus of this study is exploring the effective approaches in teaching Mathematics that is being applied in public schools, s.y. 2018-2019. This research was written as connected output to the district-wide School Learning Action Cell (DISLAC) on Math teaching approaches which was recently conducted in Victoria, Laguna.

Fifty-four math teachers coming from 17 schools in Victoria became the respondents of this study. Qualitative method of doing research was applied. Teachers' responses to the following concerns were gathered, analyzed and interpreted: (1) evaluation of the recently conducted DISLAC, (2) status of the use of different approaches, (3) perception on the effective use of approaches, (4) preference of approach to explore in classroom sessions, (5) factors affecting the choice of approach, (6) difficulties encountered, (7) and perceived benefit to learners.

Results showed that the conduct of DISLAC was very highly satisfactory (mean 4.41). Teachers looked at collaborative approach as very highly effective (mean 4.74). Fifty-two percent of the teachers is using collaborative approach, 17% constructivist, 11% integrative, 11% inquiry-based, and 9% reflective. Reflective approach was chosen to be explored by most of the respondents (29%) in future sessions. The difficulties encountered by teachers in using the different approaches are: (1) learners' difficulty in following instructions, (2) lack of focus, (3) lack of willingness and cooperation, (4) teachers' lack of mastery in using different approaches, and (5) lack of time of doing visual aids because of time mismanagement. Teachers deemed the use of various teaching approaches can help the learners to have (1) mastery of competency, (2) increased communication, (3) improved confidence, (4) facility in comprehension, and (5) better academic output. The result obtained from this study can be used as an input for SLACs. Recommendations at the end of the study were given to school/district heads and future researchers.

FOSTERING QUESTIONS AND QUESTIONING TECHNIQUES OF TEACHERS IN THE MATHEMATICS CLASSROOM THROUGH LESSON STUDY

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ABSTRACT. Good learning starts with questions and not answers. Questioning is one of the essential teachers' tools in developing variety of skills and understandings of students. Teachers need professional support to develop necessary skills to integrate higher order questions into instructional practices. Lesson Study (LS) is a highly specified form of in-service professional development model focusing on enriching teacher practice knowledge. This study was undertaken to explore how LS using FEMER (Framing, Enacting and Monitoring, Evaluating, and Refining) Framework can be implemented to foster the questions and questioning techniques of the Grade 7 Mathematics teachers in a junior high school in the province of Agusan del Sur. Questions that would help teachers present a particular research lesson were laid out by the LS group in the Framing stage and then implemented by one of the teacher-participants in the Enacting stage while the others monitor and note observations. A review of the implementation of the framed questions is done in the Evaluating stage then adjustments in the initial research lesson are made in the Refining stage. The process is repeated and a more refined research lesson was arrived. The researcher and a knowledgeable other (KO) assessed the teachers' questions and questioning techniques during the Enacting and Monitoring stage using an observation tool on teacher's questions and questioning techniques. Individual interviews were conducted after the LS implementation. Results revealed that teachers' questions and questioning techniques were fostered by the LS through FEMER Framework as indicated by an improvement in the indicators of the observation tool. Teachers positively regarded it to support development of their art of questioning, in becoming reflective, and in doing collaboration with colleagues to improve teaching practices.