AUTHENTIC LEARNING FOR 21ST CENTURY MATHEMATICS

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One of the many goals of the education sector is to develop the learners’ skill in critical thinking and problem solving which is anchored in the subjects like Science and Mathematics. Obviously, critical thinking is more observed and evident in teaching-learning Mathematics inside and outside the school. This skill is being addressed in the curriculum so that Philippine educational system shall develop a 21st Century learner that is globally competitive.

Moreover, developing a learner who is globally competitive needs to be holistic and adaptive to fast phasing flow of changes. As catalysts of change, teachers need to be sensitive and genuine in finding and solving the needs of the students. This is to ensure that every learner will have an opportunity to grow and introduce himself to the world. One main skill to be developed is the problem-solving skill of the students. Everyone knows that Mathematics is the subject which greatly conquers this skill which every learner finds difficulty. As researchers go on to their thorough observation, they find mathematics to be revolving around us. In the rings of cut-down trees, steps in dance and many more. Thus, it makes more relevant and useful to everyone. This way, it makes Mathematics more concrete and authentic.

In this sense, authentic learning may be applied to teaching the subject matter. “Children work towards the production of discourse, products, and performances that have value or meaning beyond success in school; this is learning by doing approach”, (e-Teaching, 2016). There are ten elements that learning researchers believe represent the ‘essence’ of authentic learning.
1 Real life relevance

2 An ill-defined problem

3 Sustained investigation

4 Multiple sources and perspectives

5 Collaboration

6 Reflection

7 An interdisciplinary perspective

8 Integrated assessment

9 Polished products

10 Multiple interpretations and outcomes

Thus, these techniques and strategies are used to develop problem-solving skills in Mathematics through Authentic learning. In this case, it will be more relevant to the students how Math is being discussed or happens in real-life situation. So, in time learners would not ask how things happen and that Math is an essential indicator of the K to 12 program and its skills.

Reference: