INSTRUCTIONAL VIDEOS : IMPROVE PUPILS PERFORMANCE IN MATHEMATICS

by:
Alexis V. Dela Cruz
Teacher III, Antonio G. Llamas Elementary School

Math is a well-loved subject – a cup of tea for some, but for many, it is a nightmare – a major catastrophe. The stigma of its difficulty was imprinted to the minds of the students by their parents, relatives, older friends, neighbors and people they know who had bad experiences when they were young, as students. If such, the students built imaginary walls blocking from accepting and enjoying the said subject. Ostensibly, it hinders the teaching and learning process (TLP) and their academic achievements as well.

Thus, the environment greatly affects the personality, behavior and learning of a person. It is chartered with custom, belief and tradition. In connection with this, our relatives oftentimes share their wisdom to younger generation; however, these experiences were not filtered for bad experiences were also shared. Part of which were their school experiences, including the subjects they like and dislike. Young bloods who heard good things about Mathematics tend to heighten their excitement to attend and love the subject, on the other hand; bad stories drove their interest down to being frightened of attending it.

At a stand hill, being at ease and calm will help the students be comfortable and learn to the fullest. There is a big implication of enjoying the subject mathematics than having anxiety towards it. Low anxiety-lessons provide enjoyment in the teaching and learning of mathematics. It is indeed that those who like the subject never experienced the negative attitudes towards its discipline. In another study they conducted, they said
that mathematics teachers play vital role in lessening the anxiety level of the students. If the students see positive behavior from the said teachers they tend to like the subject. If creativeness and innovativeness were incorporated when teaching mathematics, the students look forward in attending classes the following day (Latterell, C.M. & Wilson, J.L., 2016).

In our modern world, the teachers of today are already computer literate. They teach incorporated with technology. All will agree that teachers are the best visual aids; however, advancement of technology aid the teaching to make the TLP more fun and effective. If such, the 21st century teachers of blended languages make used of instructional materials to augment the missing gap between the students and the teacher in the teaching and learning process. Visual aids, manipulatives and instructional videos are part of the said instructional materials. Thus, the incorporation of instructional videos to teaching may affect the colloquial stigma that Mathematics is boring and difficult. The used of PowerPoint presentations, video presentations, voice prompts, graphs, interactive games and educational videos will boost their skills and interests with new ideas and techniques in solving mathematical equations and problems.

Integrating multimedia is today’s educational revolution in the learning process of the learners. With this, researches were conducted stating that fittingly considered instructional videos improved students’ academic performance like science, mathematics, and literacy (Gee, (2003). This will also engage students with hands-on activities that are related to authentic experiences.

Maryam S. & Hadi S. (2016) perceived in their study that instructional video guides (IVGs) increased the vocabulary of the learners. Better retention was acquired through watching, listening and focusing on IVGs. Different activities may also be used to help the students learn and enjoy more.
Beheshti, M., Taspolat, A., Kaya, S.O. & Sapanca, F. H. (2018) said that integration of instructional videos to traditional classes play a very significant role as the primary source of information because education nowadays adopted blended classes with modern strategies and approaches far from traditional methods. It is further suggested that video-based learning (VBL), which they consider an influential approach in education, enhance the learner’s results and satisfaction.

Parya I., Selma M., & Loghman A. (2016) said that instructional videos can be viewed and evaluated by the teachers before presenting them to the students. With this, there is no reason for the teachers to group the students based from their academic achievements.

Madhubala B., Zhinoos K.A., & Krishnaveni L. (2014) perceived that the students will learn best with instructional videos if there is caption available with their spoken language. It is an effective tactic in improving the teaching and learning of mathematics.

References:


Madhubala BavaHarji, Zhinoos Kamal Alavi & Krishnaveni Letchumanan (2014).
Captioned instructional video: effects on content comprehension, vocabulary acquisition and language proficiency. English Language Teaching; Vol. 7, No. 5; 2014 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education. April 2014.