MATHEMATICS IN THE “NEW NORMAL”

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Mathematics is considered as one of the most challenging subjects in basic education. Considering the “new normal” arrangement of instruction, issues about how students were advancing scholastically especially in Mathematics during remote learning transpire.

Banking on this, mathematics teachers were under unusual pressure - confronting unaccustomed technologies and teaching modalities, besieged by additional weights for preparation, upsetting about the absence of social connection among learners and peers, and dreading for the academic and psychological wellbeing of students. In addition to that, worries that learning mathematics away from the school atmosphere may weaken inquiry-based approaches to learn mathematics.

As conventionally established, inquiry-based approaches to learn mathematics center on learners, mathematically scrupulous lectures and conferences that are assembled through banking on learners’ hands on task. Such after-task discussions offer educators with chances to emphasize ties between mathematical concepts that become apparent, along with the opportunities for students to understand math problems with peers. However, such a communicative rigorous methodology to learn mathematics is expected to be reliant on face-to-face classroom facilitation wherein the teacher plays a facilitative duty and centers on scaffolding learner thinking and assisting student self-sufficiency.

Yet, facing the difficult current condition, student engagement in mathematics is exceptionally tough in remote learning circumstances and inquiry-based approaches to learn mathematics may seem impossible to facilitate. For this reason, teachers should find
means to still promote inquiry learning that enables learners to conceptualize knowledge for themselves. Teachers should guarantee that they attend to the queries and interpretations of students and extend assistance on a real time basis by providing timely feedback. Teacher’s accessibility to help out learners prevents students’ loss of focus, interference or behavioral withdrawal.

More so, as a reinforcement to learning modules, it is meaningful for teachers to delve into technology that could be utilized to deliver multiple opportunities for virtual and social linkages to scaffold learning and cooperative mathematical tasks.

In the end, it is true that mathematics in the new normal is extra challenging. Yet, there is always a way to minimize such difficulty and find means to offer support to students.

References: