SLMS IN MATHEMATICS IN THE NEW NORMAL

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Mathematics instruction persists to brave on despite the onslaught of COVID 19 pandemic. With the majority of public institutions having utilized Self Learning Modules (SLMs), it is crucial to pay a deep reflection on how module consumption for the previous school year pushed through.

Modular learning is the most prevalent type of distance learning. In our country, this learning modality is presently used by all public basic education institutions in accordance with the survey conducted by the Department of Education (DepEd) on which it garnered as the most preferred distance learning method of parents with children who are enrolled in the prior scholastic year. Besides, it is of concern to learners in rural locations where accessibility for online learning is difficult. Such distance learning modality remains the most preferred choice among students for this school year.

Though many were hesitant as to its effectiveness especially in delivering Mathematics instruction, the result of last year’s performance of students in learning math shows to be favorable. It validated the advantages of utilizing teacher-made teaching materials or modules such as: modules make learning easier for students, availability of immediate feedback, students more independent and more responsible on their own learning, students can study at their own pace and cooperation between students and teachers prospers. For teachers, the benefits are: the teacher can speak to students exclusively without distracting the environment revolving students, heightened teacher professionalism because teaching modules solicit queries that promote teachers to think critically and be more logical about their work.
To sum it all, mathematics module is classified as good in terms of material aspects and student learning effectiveness. SLMs assist students to prevail over challenges in the initial stages of learning during the COVID-19 pandemic. However, bear in mind that teachers necessitate to be always available to respond to students’ queries, clarification and interpretation.

References: