

VIDEO BLOGGING: SUPPLEMENTAL TOOL IN TEACHING MATHEMATICS

by:

Joseph P. Rivera

Teacher II, Hermosa National High School

The Enhanced Basic Education Curriculum is a program designed by the Department of Education (DepEd) that enables learners to acquire the necessary skills that they need before they graduate and continue to Higher Education. In this stage, the application of the lessons in real-life situations has to be observed. Accordingly, the K-12 Mathematics curriculum provides the necessary instruction and application for the students to have a strong foundation in the subject (DepEd, 2019).

The Program for International Student Assessment (PISA) conducted a study evaluating the 15-year-old students' performance in Mathematics (OECD, 2018-2019). Based on the result, the Philippines got a score of 353, which indicates that the educational system underperformed among peers in East Asia and the Pacific. The scores were below the 400-level and around the 500-level, inferring that Filipino students are having difficulties studying the subject.

Mastery of the lesson is fundamental to better understanding other concepts in the subject. On the other hand, one of the factors that affects the learners' mastery of Mathematics is the lack of application of the concepts that have been discussed. The students need to have concrete objects and experience the application of the concepts in real-life situations for them to appreciate their use in their everyday lives. (Rohaeti, 2014).

Moreover, teaching Mathematics can be more fun and interesting if the teacher is able to link mathematical concepts to real-life situations. According to Arthur, Owusu,

Addo, and Arhin (2018), practical involvement in a certain topic in the subject and the relationship of Mathematics

theories and concepts to real-life problems have a huge impact on the students' interest in making meaningful learning of the lesson. Students do not necessarily need an advanced understanding of the topic; they just need to know the importance of the lessons and their applications (Mumcu, 2016).

Additionally, today's learners have a short span of attention for traditional ways of teaching but not for instructions that really interest them (Prensky, 2001b). According to Schneider (2010), a lot of skills have to be acquired by a secondary Mathematics educator to have a successful teaching process, primarily a deep understanding of the content. He also added that the teachers' ability to use the new technology effectively plays a vital role in engaging the learners in active participation inside the classroom. Alongside this, the National Council of Teachers of Mathematics (NCTM) (2000) noted that the integration of technology affects the teaching and learning process inside the classroom positively and develops students' learning.

Furthermore, at the core of good teaching with technology are three components: technology, pedagogy, and content, which support the aforementioned cogitations. The Technology, Pedagogical, and Content Knowledge (TPCK) framework suggests the enhancement of the capability of the teacher to integrate these three components together for the students to grasp a better understanding and meaningful learning of the lesson. It does not just focus on how a teacher teaches the lesson or how knowledgeable the teacher is about the lesson, but the combination of how the teacher teaches, how he/she masters his/her content, and how he/she integrates technology to make a more interactive and attentive classroom set-up (Mishra & Koehler, 2009).

One of the ways to facilitate this theory is through Video Bloggings (VLOGs). In relation to the study of Mutmainna (2016), some teachers integrate the use of technology into their

discussions in the classroom, specifically by means of using VLOGs, and the result shows the effectiveness of it considering the students' performance inside the classroom. It was observed that they got even more motivated since they are familiar with the idea of vlogging and interaction takes place among the students. As has been noted, the integration of video blogging in education would definitely help learners to be more interested (Rarkmanina & Kusumaningrum, 2017) and be able to see the application of the concepts and theories being taught in the classroom.

Twenty-first century teaching relies on the use of technology. With technological advancements, e-learning is one of the best examples that we can incorporate as a platform of instruction. It is a computer-based instruction used in teaching. With the help of the internet, anyone can easily access any topic that he or she wants to learn about. E-learning may be associated with documentation, photos, slideshows, and videos to share knowledge. Video blogging (VLOGs), which is now on trend, can be described as a good example of E-learning. Learning topics or lessons that learners find difficult to understand and apply can be facilitated through watching VLOGs, which manifest the application of theories, concepts, and formulas that have been taught by the teacher inside the classroom to real-life objects or situations. This will make the students realize the application of Mathematics and appreciate its importance, and therefore have a successful teaching and learning process.

References:

Septy, Liana (2021). Student's Perspective on the Use of Mathematics Learning Vlogs in Pandemic Times. Mathematics Education Department, UIN Raden Fatah Palembang, Indonesia.

Aloisius Loka Son (2022). The Students' Abilities on Mathematical Connections: A Comparative Study Based on Learning Models Intervention.

<https://files.eric.ed.gov/fulltext/EJ1350655.pdf?fbclid=IwAR2tJAOGoms05d9kTV6ewJmei8gvKATQDwmITzGqVXTQijg3GDHyM9N4wN4>

Simin Ghavifekr. Teaching and Learning with Technology: Effectiveness of ICT Integration

inSchools.<https://files.eric.ed.gov/fulltext/EJ1105224.pdf?fbclid=IwAR2QHA9AEmXPJVhob553VD2Q9g8RmQRm8ZEVc-UBZIo0r3dyRc7JK0QG9w>

Zdenka Kolar-Begovic, et al. (2017). MATHEMATICS EDUCATION AS A SCIENCE AND

APROFESSION.https://files.eric.ed.gov/fulltext/ED577935.pdf?fbclid=IwAR3WQt_aBO6gS7ARPEXa-wLQ8zHfOzGy5R6DiqvOkFv9plUj2fJOScPpAzI

OECD (2019). Philippines - Country Note - PISA 2018 Results.

https://www.oecd.org/pisa/publications/PISA2018_CN_PHL.pdf?fbclid=IwAR3OFjd9odheq9Jn7Ro4Nhr4v6NvHWwir84clUIfyfasMV8ZP1ZajhKKcWA