

THE FIVE C'S OF INTERACTIVE MATHEMATICS TEACHING: A GUIDE FOR MOTIVATED TEACHERS

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The pedagogy of interactive mathematics teaching can be seen like Maslow's Hierarchy of Needs, a linear process moving from more basic to higher levels of development. In that linear process, the "Five C's"—Chance, Choice, Changes, Consistency, and Commitment—serves as layers that guide teachers in their journey toward developing a rich and invigorated mathematics learning environment. The layers represent the journey that teachers undergo from an initial exposure or capacity to commit to a long-term commitment to their work. This model recognizes the fact that motivation and competence build over time, which means continuous effort and reflection by the individuals involved. According to Bandhu et al. (2024), motivation is built up gradually, and external opportunities create intrinsic commitment with the passage of time.

Chance. Starting from low level, the innovative pedagogical practices experiment at no risk of failure. Such a low level is particularly seen as the stepping stone for making lots of inroads in new approaches such as problem-solving activities or co-operative work to measure their potential benefits.

Choice. The second level emerges when teachers decide to integrate these strategies into their regular teaching practice, selecting approaches that resonate with their students' needs.

Changes. The third level, occurs when teachers actively modify their teaching practices based on feedback and outcomes, adapting to ensure better results.

Consistency. The fourth level reflects the establishment of routines where interactive strategies become a regular and reliable part of the classroom environment.

Commitment. The highest level, signifies a deep, sustained dedication to interactive teaching, where it becomes an integral part of the teacher's identity. As highlighted by Schmitt (2024), commitment requires both persistence and belief in the value of innovation, resulting in long-term impact.

The process between Chance and Commitment is a process of transformation. At the level of Chance, teachers are dallying their waters, uncertain of what to expect but willing to take a shot. In Choice, they will find reason to maintain interactive teaching and pursue it more methodically. Changes are typically observed when these practices are adopted even though issues that may enhance learning are often coexist. The flexibility of use of teaching methods to implement in practice is particularly evident at the stage which teachers reach after effective and prolonged application of the described changes – the so called Consistency. Commitment goes beyond only knowing the interactive teaching strategies; it is also having faith that such strategies will bring about great transformation in the students. According to Kolb and Kolb (2024), the essence of experiential learning theory borders on the continuous and even cyclic occurrence of doing, reflecting and then doing again. It benefits from the essence of the need to progress and develop – this has to be done in an appropriate course of action that allows both rigidity and flexibility in its system.

The Five C's of Interactive Mathematics Teaching provide a clear framework for educators to develop their skills and commitment to fostering dynamic learning environments. Starting with the chance to explore new methods and culminating in a commitment to sustained innovation, this progression mirrors the natural development of motivation and expertise. Teachers, by recognizing and applying all the levels, can craft classrooms that foster curiosity, teamwork and deep thought. As Maslow's hierarchy suggests, reaching the uppermost level is not a simple achievement, it entails a

commitment to work, think and work hard; however, the benefits here both for the learners and the instructors are tremendous and long-lasting.

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