Best Practices in Teaching Mathematics

Shirly Joy Verbo

Teacher-III, Department of Education

Abstract

This master's thesis sought to determine the best practices in teaching Mathematics between the Junior and Senior High School teachers. It considered the students' mathematics performance of Diplahan National High School in the school year 2019-2020. This employed a case study design of the qualitative method. Interview was used as a major form of gathering the data. Coding, clustering and theming were applied to reduce, analyze and interpret the data. The study revealed four themes from the Junior High: Review previous concepts to new lessons; Motivate learners to ask questions; Simplifying problems; and Emphasis on formula or methods. Another four themes were identified from the Senior High such as: Focus on Shy Students; Giving Rewards; Practice and Drills; and Knowing your learners. It is implied therefore that best practices no matter how small they are helps the learners learn math no matter how slow their pace can be. It implies that teachers have to be consistent with their best practices and be more evidence based when repeating it. If the practice was not working anymore, another practice has to be introduced so as to improve the teaching – learning process.

Keywords: Best Practices, Teaching Math, Teachers, Case Study, Teaching – Learning Process, Qualitative