

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

EXPLORING THE CHALLENGES AND OPPORTUNITIES IN TEACHING MATHEMATICS
AT A DISTANCE: INSIGHTS FROM PRACTICE TEACHERS

A Thesis Presented to the
Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
(Mathematics)

by

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Abstract

The implementation of the new normal in education represented a significant shift in how the teaching and learning process is approached, facilitated, and experienced. This study explored the challenges experienced by the practice teachers and the opportunities they have gained in teaching Mathematics at a distance in the new normal. The study employed a phenomenological research design that explored the teaching experiences of mathematics practice teachers amidst the challenges of the new normal setup. The research objectives investigated these experiences and analyzed their implications for pre-service mathematics education. Data was gathered through in-depth interviews with six (6) informants, the practice mathematics teachers of one (1) of the universities in Iloilo City, deployed for practicum during the 2021-2022 school year. A duly validated researcher-made questionnaire was utilized for data gathering and the conduct of the interview took place in three (3) modes (face-to-face, virtual and written response). Findings of this undertaking revealed three key themes, covering (1) Challenges in the New Educational Landscape, (2) Transformation of Education Towards Digitization, and (3) Evolution of Education Towards Student-Centered Learning Approach. This study advocates for a constructionist approach,

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emphasizing collaborative knowledge creation, authentic assessment, and technology integration across diverse learning environments. The interconnectedness of cognitive and socio-emotional development underscored the need for a holistic learner development perspective within the evolving educational landscape. For practical implications, practice teachers must undergo comprehensive training to address challenges in distance learning, focusing digitizations and student-centered approaches. Nuanced approaches in teacher preparation programs, flexible assessment strategies, strong communication skills, and proficiency in technology were identified as crucial elements for navigating the complexities of modern teaching environments. This study concluded with recommendations, including the development of comprehensive distance learning training, the implementation of nuanced approaches in teacher preparation, and the cultivation of passion in pre-service teachers through integration into training programs.

Keywords: new normal, teaching at a distance, experiences, mathematics practice teachers, online distance learning

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