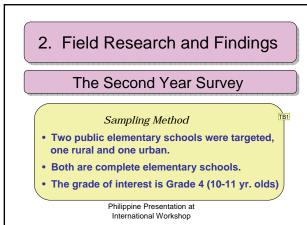


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		L	ocation of	the Schools		
				Location		
		Category				
		URBAN		Quezon City (NCR)		
	R	RURAL		Pampanga		
	Profile of Teachers					
		Sex	Years of teaching	Subjects they teac	h	
	URBAN	F	16	Math, Science, HEKASI Filipino	&	
	RURAL	F	14	(All subjects for grade 4)		
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Interview Results						
(a) Test evaluation						
	n teachers perc age score of at		students will ha	ve an		
		Teacher's Forecast	Actual Students' Performance			
	URBAN	80%	58.5%			
	RURAL	80%	45.98%			
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•They both perceived about half of the items to be easy for the students, and that the items in the test are similar to the quizzes and tests they give their students, and also in the textbooks.

• Both teachers believe that fraction is not a very difficult topic.

• The teachers find Geometry (urban) and Graphs (rural) as the most difficult topics to teach.

(b) Self- and (c) pupils' evaluation

- Both teachers are confident when they teach "fractions".
- Both teachers believe that it is easy for students to learn about "fractions".
- Both teachers believe that fraction is an important topic because it is needed in daily life.
- Both teachers are very much affected by examinations.

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スライド 8

TB1	Is this part OK? Sampling method, location profile are the same?
	takuba, 2007/01/04

スライド 10

TB2 Please compare with actual scores. takuba, 2007/01/04

(d) Content evaluation

• For the urban school teacher, the main point in teaching fractions to students is for them to learn the concept. For the rural school teacher, the main point is for them to learn virtues such as sharing and patience, though concrete illustrations are also important.

TB3

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(e) Teaching methodology

•Both teachers believe that they can correct the misconceptions of students about $\frac{1}{2}$ of 2 m and $\frac{1}{2}$ m being the same by using strips of paper and cutting them.

3. Discussion on Major Findings

• The large discrepancy in the perceived students' performance by teachers and the actual performance of the students on the test draws implications on how the teachers understand and assess the mathematical learning of their students. Discrepancies on the confidence of the teacher in teaching 'fractions' against students' performance were also noted.

• The difficulty of test items, as was perceived by the teachers and as illustrated by the students' actual performance was influenced by factors such as: familiarity of the item format to the pupils, the illustration, and the directions for recording the answer(s).

Philippine Presentation at International Workshop • The preceding point in the discussion draws implications on the need for teachers to possess the ability to be creative and innovative in thinking of various and alternative teaching approaches and materials in improving student learning. This may be addressed even at the time when prospective mathematics teachers are having their teacher education.

• The difficulty of the topics to teach, as explained by the teachers, is due to unfamiliarity with the subject matter, and their lack of prior knowledge needed go on with the TE4 topics.

• Easy topics, on the other hand, are those that are constantly being taught from their early years of learning.

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• Teachers believe that letting the students "see" makes them understand better. However, the teachers are restricted to the resources which are readily available to them.

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スライド 13

TB3	Please insert drawing as an example from the answer sheet.
	takuba, 2007/01/04

スライド 16

TB4	This seems to be a repetition. It canbe omitted. takuba, 2007/01/04
TB5	Please insert the data if possible.