

Task-Based Learning Module in Mathematics in Improving the Computational Skills of Grade V Students

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ABSTRACT

This study aimed to determine the effectiveness of the task-based learning module in mathematics in improving the computational skills of Grade V Students. The study used descriptive-experimental research design. This focused on how the students perceived the structure of the lesson, and that of the respondents' evaluation of the module, and determining the effectiveness of using the task-based learning module in improving the computational skills of the students. The result of the study revealed that the respondents perceived the structure of the module in terms of pre-task, task, and review as very well structured. Likewise, the findings show that the respondents' perceived module based on the criteria of evaluation in terms of adaptability, clarity, validity, usability, and aesthetic value to a very great extent. Further, the result showed a significant difference in the pre-test and posttest scores of the students in computational skills in terms of problem solving, decision making, sequencing, algorithm formation, and quantitative measurement. Furthermore, no significant relationship was found between the perceived structure of the lesson and the mean scores of the students in computational skills. Moreover, the findings also revealed that there is no significant relationship between the perceived evaluation of the module and the computational skills of the students. Thus, this study recommends the use of task-based learning module in mathematics following the structure of pre-task, task, and review to improve the computational skills of the students.

Keywords: task-based learning module, pre-task, task, review, computational skills