

3-17-2013

## Development of the 5T Model for the Enjoyment of Learning Together

Yupadee Panarach  
yupa\_kppu@yahoo.com

Gabriel T. Matney  
Bowling Green State University, gmatney@bgsu.edu

Follow this and additional works at: [https://scholarworks.bgsu.edu/teach\\_learn\\_pub](https://scholarworks.bgsu.edu/teach_learn_pub)



Part of the [Education Commons](#)

---

### Repository Citation

Panarach, Yupadee and Matney, Gabriel T., "Development of the 5T Model for the Enjoyment of Learning Together" (2013). *Teaching and Learning Faculty Publications*. 8.  
[https://scholarworks.bgsu.edu/teach\\_learn\\_pub/8](https://scholarworks.bgsu.edu/teach_learn_pub/8)

This Conference Proceeding is brought to you for free and open access by the Teaching and Learning at ScholarWorks@BGSU. It has been accepted for inclusion in Teaching and Learning Faculty Publications by an authorized administrator of ScholarWorks@BGSU.

## DEVELOPMENT 5T MODEL FOR LEARNING AND ENJOYING

Yupadee Panarach

Kampheang Phet Rajabhat University  
yupa\_kppu@yahoo.com

Gabriel Matney

Bowling Green State University  
gmatney@bgsu.edu

The purpose of this study was to develop and improve a teaching model for Learning and Enjoying. The focus of this teaching model is to increase mathematics achievement, attitude towards mathematics, and mathematical communication skills. There were two groups of participants consisting of five pre-service teachers who constructed and improved the model from the Mathematics program with Faculty of Education at Kampheang Phet Rajabhat University and eleven grade 6 students from Wat Prabromathat primary school in Kamphaengphet Province. Data were collected by test, questionnaires, observation, and focus group interviews. Tests and questionnaire were analyzed by Percentage, Mean, and Standard Deviation. Focus groups interviews were transcribed and underwent a content analysis.

The results were:

1. Model for Learning and Enjoying consisted of 5 steps including Teach – Team – Tournament – Test -- To build confidence, by the practical application of the 5T Model.
2. The students achieved higher scores in mathematics after using the 5T Model.
3. The students' attitude significantly improved in mathematics after participating in the 5T Model.
4. The students' mathematical communication improved after using the 5T Model.
5. For the improvement of the 5T Model it was found that results in the third step "Tournament" could be enhanced if participants are allowed to use paper to write the answer simultaneously.
6. Through observation of the teaching process the 5T Model appeared to reduce the difference in gender and abilities of learners. In the fifth step, "To build confidence" students reviewed the knowledge again and this revealed greater student understanding and confidence.

Keywords: 5T Model, Model for Learning and Enjoying, Attitude towards Mathematics, Mathematical Communication Skill

### Reference

Copyright © 2013 Panarach, Y., & Matney, G. The authors grant a non-exclusive license to the organisers of the EARCOME6, Center for Research in Mathematics Education, to publish this document in the Conference Proceedings. Any other usage is prohibited without the consent or permission of the authors.