Feeling Mathematics and Falling in Love with Math

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Abstract

In order to change most students’ phenomena of mathematical exclusion and fear, mathematics education has also undergone continuous changes. The process of change, from constructing mathematics, consistent nine years, real education mathematics, situational learning, mathematics picture books, mathematical trails, etc. All educators are trying to reverse their children’s fear of mathematics. What difference does the current math education under the state education of the past 12 years have to do with the previous changes?

The author believes that teachers with fluent mathematics under the state education in the past 12 years should have the following abilities:

1. First, teachers can understand the starting point and situation of students’ mathematics learning through continuous multiple assessments.

2. Second, teachers can provide different ways of representation and teaching materials so that children can understand the concept of mathematics.

3. Third, teachers can lead students in the classroom to discuss, think and share and find the beauty of mathematics.

(1) In the part of instructional design:

a. Teachers should use mathematics concepts in the context of problem situations to stimulate children’s sense of challenge and curiosity.

b. Guide students to discuss and correct the speeches of other students and express whether they agree with the students' ideas. If they do not agree, please submit your own opinions and amendment opinions.

(2) In the part of class management:

a. Teachers should shape the trust relationship and sense of security among class members. In this way, children can provide their own ideas in the classroom without scruples or brave speculation.

b. The teacher must be able to affirm the child, regardless of whether the answer is right or wrong. He must affirm the child's speech in the classroom in a timely manner. Do not let the child feel frustrated because of the speech in the class.