COGNITIVE EMPATHY AND MATHEMATICS:
REASONS WHY I FOCUS ON DEVELOPING MY STUDENTS
CONFIDENCE IN MATH

by:
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There had been numerous adages that place Mathematics in a negative light. The idea of determining the values of x and the different proofs that a square is really a parallelogram makes a mind boggling experience to students. But, the thing is Mathematics is very important and it plays a vital role in how we think and how we act in our day-to-day lives.

In this case, I focus on one of my beliefs as an educator that “To teach is to impart a fragment of yourself to your students”. This notion, though a bit too broad in the sense, has greatly cemented its way on how I view and how I teach my students the different types mathematical equations and formula and how important it is to understand the concept rather than just plain computation.

As a teacher, sometimes it bothers me whenever I teach a lesson and my students really don’t get what I am pointing out. The common question of ‘What do I need to do in order for my students to learn?’ had been continuously playing in my mind as know I did a good job – but just being good is not an option. And that is when I realized that I need to place myself in the shoes of my students and have an emphatic connection with their cognitive skills in Mathematics. In this way I know that I can be assured that optimal learning will be attained and will be seen as an important part of daily living.

Similarly, by having cognitive empathy, I realized that there are always two sides of a coin – that despite of the approach and the method I used in teaching students will not fully grasp the concept of the lesson if I will not relate it to their lives.
Cognitive empathy is an important way to get our students going – to make them fully know the lesson and so we can be assured of optimal learning in class.

Reference:

Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching by William Cerbin and Bryan Kopp