DILEMMAS OF MATHEMATICS TEACHERS

by

Lordilisa O. Canta

1, 2, 3, 4, 5, 6, 7, 8, 9, 10… Everyone hoped that Mathematics could be this easy all throughout, yet for some, it is truly challenging. As teachers, it could be observed in the behavior of the learners towards Math. When learners face challenging situations, it’s our duty to share optimism and not be one with them in the gloom. It serves as a great reminder for teachers in dealing challenging classes.

Prior Knowledge. Mathematics curriculum usually builds on information attained in previous years. A Math teacher takes a challenge in decision-making when learners do not meet the required prerequisite knowledge. It will somehow affect the totality of the class discussion especially if the teacher tends to focus on the ones being left behind on the topic. In this regard, teachers may go an extra mile in terms of understanding the learners’ strengths and weaknesses and eventually prepare ‘learnable schemes’ for them to also absorb the lessons and catch-up.

Real-life Application. Math is in everything we see and do, as well as in everywhere we go is connected with numbers. Some learners take Math with a ‘close-minded’ approach, which hinders their drive to learn and ability to remember the principles. Once they come to realize its significance, these learners may develop different perspectives.

Dishonesty Matters. In a world of ‘instant,’ learners have the tendency to take things lightly. Since Mathematics examinations are objective in form, it is easier to have schemes to gets answers. Teachers have an antidote with these by checking the congruency in answers and solutions.
Numerophobia. A number of students considered themselves they are ‘left behind in Math,’ which discourages them from trying to learn certain topics. Dealing this self-esteem-related issue leaves a difficult trail for teachers. On the other hand, it could be a breath of fresh air to consider a ‘hard’ class as their children – who need to be inspired to get going.

Heterogeneous Class. Everyone is a unique individual. In a classroom of varied level of intelligence, discipline and learning skills, it is a great challenge for teachers to carry out a topic aiming that each learner can fully comprehend. So with this, a teacher may use various teaching methodologies to jive in the learner’s capability. It may also be influenced by the teacher’s enthusiasm in teaching a difficult lesson in an inviting matter.

Teachers are not ‘worry-free,’ but maybe ‘worry-proof’ when taken things into positive perspective. Not limited to Mathematics, all other subjects are capable of bringing out the best in every worst scenario – for teachers are equipped to influence the learners to look on the brighter side of things.

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