

Commentary on Teaching of Mathematics

Joseph*

Associate Professor, Faculty of Mathematics, Pamukkale University, E-mail: joseph@science.pa.tr, Turkey.

This chapter discusses literature that answers the question, How am I able to implement effective note-taking strategies to bolster my student's performance on assessments? This research are accustomed develop an action research plan for this capstone. This chapter explores the research on note-taking within the classroom. the first section explains how note-taking benefits students within the areas of encoding and externally storing the knowledge from lectures for purposes of review and reflection before assessments. Data from various studies are visiting be accustomed support these benefits. The review then describes some way to implement note-taking strategies within the classroom. This section includes tips and advice from published educators on what has worked once they need given notes in their classrooms. Groups of teachers, who have advanced degrees in mathematics, education, and arithmetic education, and tenth grade students engaged in an exceedingly very quite common mathematical task. Theorization about mathematics for teaching could be a important endeavor so on form sense of the numerous complexities involved in effective mathematics instruction. The resulting outcomes of such theorization can cause important insights which is in a position to ultimately benefit students.

As an education researcher, I've observed teachers trying to implement reforms – often with limited success. They typically make changes that are more cosmetic than substantive (e.g., more student discussion and group activity), while failing to induce at the heart of the matter: What does it truly mean to indicate and learn mathematics?

Traditional middle or highschool mathematics teaching within the U.S. typically follows this pattern: The teacher demonstrates a group of procedures which can be accustomed solve a specific quite problem. a similar problem is then introduced for the

category to unravel together. Then, the students get type of exercises to practice on their own.

There are many opportunities to show the principles of values education through existing subjects and topics. the aim of this text is to suggest one amongst the various ways within which values education are often incorporated into existing mathematics curricula and approaches to teaching mathematics. specifically, it'll target ways within which values education will be enhanced by utilising a problem-solving approach to teaching mathematics. The articles include quotations, printed in italics, from the Sathya Sai Education in Human Values program, which originated in India and is now active in additional than 40 countries round the world.

Strategies that Affect Student Achievement Educators are always looking for strategies which can help students achieve. However, many are left with the following question: What strategies am i able to use which could affect student achievement? These two strategies are commonly employed in many highschool subject areas, including mathematics, around the country.

Challenge your students with creative mathematics lessons, printable worksheets, activities, quizzes, and more during Math Education Month (April)—or anytime of the year!

Mathematics teaching practice works best when it:

- Draws on a ramification of important mathematical content
- Is engaging for faculty students
- Caters for a variety of levels of understanding
- Actively involves students in their own learning
- Makes appropriate and effective use of technology.

High Impact Teaching Strategies (HITS) are 10 instructional practices that increase student learning.

*Corresponding author: Joseph, Associate Professor, Faculty of Mathematics, Pamukkale University, E mail: joseph@science.pa.tr, Turkey.

Received: 03-Feb-2022, Manuscript No. ME-22-20990; Editor assigned: 06-Feb-2022, Pre QC No: ME-22-20990(PQ); Reviewed: 22-Feb-2022, QC No. ME-22-20990; Revised: 28-Feb-2022, Manuscript No: ME-22-20990 (R); Published: 09-Mar-2022, DOI:10.35248/1314-3344.22.12.150

Citation: Joseph (2022) Commentary on Teaching of Mathematics. Math Eterna. 12: 150

Copyright: © 2022 Joseph. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited