



# Active learning strategies for an effective mathematics teaching and learning

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## ABSTRACT

Learning is an active enterprise, where three dimensions stand out, cognitive, social, and physical, and, in addition, not all students learn in the same way. Grounded on these ideas, this article reports a study that aims to understand and characterize the performance of pre-service teachers when experiencing active learning strategies during their mathematics classes. The participants were 48 future teachers of primary education (3-12 years old) that experienced paper folding, a gallery walk, and a math trail as active learning strategies. We followed a qualitative methodology, collecting data through observations, written productions, and photographic records. The analysis involved a qualitative and inductive approach resorting to content analysis. The results of the study show that the participants valued these experiences, due to their potential in the development of a diversity of mathematical concepts and abilities, and throughout them showed traits of cognitive, social, and physical engagement. Active learning provided collaborative work and mathematical communication enabling the emergence of different strategies to solve the proposed tasks. The participants were able to reflect and be aware of their ideas, mistakes, and difficulties, as well as of others, in a non-threatening environment, where movement was highlighted for not being a popular dimension in mathematics classes. Although more research is needed, the results encourage the use of active learning strategies as a valuable approach to teaching and learning.

**Keywords:** active learning strategies, visualization, problem solving, challenging tasks, teacher education

## INTRODUCTION

Mathematics learning is largely shaped by the teacher and the tasks proposed, as well as the strategies used to convey them. Thus, the teacher must contribute to the development of students' mathematical understanding, creating opportunities for them to be challenged and engaged in high-level thinking, through a thoughtful choice of the strategies and tasks to use. This implies working inside and outside the classroom, in an active learning environment (Prince, 2004; Vale & Barbosa, 2020a), that addresses different types of thinking displayed by the students, engaging them in challenging tasks, desirably with multiple solutions, privileging hands-on activities, that motivate them to learn mathematics and work collaboratively. This paper presents a study carried out with pre-service teachers of primary education (3-12 years) that aims to understand and characterize their performance when experiencing active learning strategies in the teaching and learning of mathematics. Based on this problem, the following two research questions were posed:

**RQ1.** Which aspects of the three dimensions of active learning (intellectual, social and physical) can we identify in the participants?

# Freedom To Learn An Active Learning Approach To Mathematics

**Titu Andreescu, Kathy Cordeiro, Alina  
Andreescu**



## **Freedom To Learn An Active Learning Approach To Mathematics:**

**Freedom to Learn** Edith Ethel Biggs, James R. MacLean, 1969 For student teachers and teachers *Freedom to Learn* Edith Ethel Biggs, 1969 **Handbook of International Research in Mathematics Education** Lyn D. English, David Kirshner, 2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress

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An integral part of the past 50 years 1961 2011 of history has been *vinculum* Journal of the Saskatchewan Mathematics Teachers Society in its many different renditions This monograph which presents ten memorable articles from each of the past five decades i e 50 articles from the past 50 years of the journal provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education Each decade begins with an introduction providing a historical context and concludes with a decade specific commentary by a prominent member of the Saskatchewan mathematics education community As a result this monograph provides a historical account as well as a contemporary view of many of the trends and issues e g curriculum technology in the teaching and learning of mathematics This book is meant to serve as a resource for a variety of individuals including teachers of mathematics mathematics teacher educators mathematics education researchers historians and undergraduate and graduate students and further as a celebratory retrospective on the work of the Saskatchewan Mathematics Teachers Society

**Department of the Interior and Related Agencies Appropriations for 1987** United States. Congress. House. Committee on Appropriations. Subcommittee on Department of the Interior and Related Agencies, 1986 Department of the Interior and Related Agencies Appropriations for 1987: Testimony of public witnesses for Indian programs United States. Congress. House. Committee on Appropriations. Subcommittee on Department of the Interior and Related Agencies, 1986 OE [publication] , The Effects of Four Methods of Instruction Upon the Ability of Second and Third Grade Students to Derive Valid Logical Conclusions from Verbally Expressed Hypotheses Robert LeRoy McGinty, 1972 **Curriculum Series** Ontario Institute for Studies in Education, 1976 *Education-literature of the Profession* , 1966 Mathematics for Elementary School Teachers James E. Schultz, 1982 Grade level 1 2 3 4 5 6 7 e p t **Awesome Math** Titu Andreescu, Kathy Cordeiro, Alina Andreescu, 2019-11-13 Help your students to think critically and creatively through team based problem solving instead of focusing on testing and outcomes Professionals throughout the education system are recognizing that standardized testing is holding students back Schools tend to view children as outcomes rather than as individuals who require guidance on thinking critically and creatively Awesome Math focuses on team based problem solving to teach discrete mathematics a subject essential for success in the STEM careers of the future Built on the increasingly popular growth mindset this timely book emphasizes a problem solving approach for developing the skills necessary to think critically creatively and collaboratively In its current form math education is a series of exercises straightforward problems with easily obtained answers Problem solving however involves multiple creative approaches to solving meaningful and interesting problems The authors co founders of the multi layered educational organization AwesomeMath have developed an innovative approach to teaching mathematics that will enable educators to Move their students beyond the calculus trap to study the areas of mathematics most of them will need in the modern world Show students how problem solving will help them achieve their educational and career goals and form lifelong communities of support and collaboration Encourage and reinforce

curiosity critical thinking and creativity in their students Get students into the growth mindset coach math teams and make math fun again Create lesson plans built on problem based learning and identify and develop educational resources in their schools Awesome Math Teaching Mathematics with Problem Based Learning is a must have resource for general education teachers and math specialists in grades 6 to 12 and resource specialists special education teachers elementary educators and other primary education professionals Journal of Structural Learning ,1971 **A Study of the Effects of**

**Multiple-embodiments in the Teaching of Selected Mathematical Concepts to Seventh Grade Students** Arthur Jasper Indelicato,1979 **The Mathematical Gazette** ,1969 **The Arithmetic Teacher** ,1992 **Learning to Teach Mathematics** Randall J. Souviney,1989 **Journal of American Indian Education** ,1983

## Unveiling the Power of Verbal Beauty: An Psychological Sojourn through **Freedom To Learn An Active Learning Approach To Mathematics**

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