

Promoting Positive Emotional Engagement in Mathematics of Prospective Primary Teachers

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Good teaching is described as that which is “charged with positive emotion” (Hargreaves, 1998, p.835). Yet, primary pre-service teacher education programs predominantly focus on the development of knowledge and pedagogy while affective aspects, including emotions, are only implicitly treated (Gootenboer, 2008). To date, research exploring the role emotions play in the process of learning to teach mathematics has received little attention (Hogden & Askew, 2007).

The round table will begin by outlining the rationale and theoretical underpinnings of a trans-Tasman research project that aims to deepen primary pre-service teachers’ [PST] emotional and intellectual engagement in learning to teach mathematics. The Mathematics Emotional Engagement [MEE] project aims to develop and assess the effectiveness of an innovative teaching approach designed to promote positive emotional engagement in learning and teaching mathematics. The study explores the impact of a three-step interventional framework, referred to as ‘AIR’, that utilises a series of research-based instructional activities involving preservice primary teachers in: (1) **A**ttending to their existing emotional responses towards the learning and teaching of mathematics; (2) **I**nterpreting the causes and potential impact of existing emotional responses; and (3) **R**esponding to their emotions with strategies to ameliorate negative affects on their learning and teaching of mathematics. Data from the first stage of the project—developing and refining AIR instructional strategies—will provide the stimulus for discussion amongst participants.

References

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