

Exploring Emotional Aspects of Pre-Service Mathematics Learning Environments

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Preparing primary teachers for mathematics teaching typically includes attention to their existing beliefs and attitudes towards mathematics as a discipline. The potential of the pre-service learning environment to enhance emotional engagement with mathematics learning and teaching is a developing field of research. In the session, I will provide an opportunity to discuss issues around initial teacher education learning environments in terms of introducing structures to promote positive experiences in learning to teach mathematics. I will examine emerging theories of emotions from a sociological perspective that are useful for analyzing the emotional aspect of learning environments. In the round table session, I will draw on survey data about emotional dispositions and beliefs in mathematics as well as emotions associated with teaching mathematics. I will also draw on case studies of individual students who were excited and enthusiastic about teaching mathematics despite having had negative learning experiences themselves. The session will provide an opportunity for participants to discuss (a) increased awareness of emotional reactions to classroom events, (b) the connection between innovative teaching approaches and mathematics teaching and learning, and (c) the potential of games to impact the emotional aspects of learning environments.