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| EDU 361 | 9/7/15 |

The hardest thing in teaching, from what I have seen thus far, is presenting information in such a way that will allow students to grasp the material and retain the knowledge. This is something that I anticipate will get easier as I get more teaching experience. Through the teaching I have done so far, I have learned tips along the way of how to better my instruction in all aspects.

**:** While I teach, I will make sure students stay engaged by doing a number of activities during class. Anything I can do to make math feel fun and worthwhile to the students is a positive step in their math education. Many times students lose interest in the lesson because they cannot maintain attention. It will take some research to find out what activities will be best suited for the students, and that is why it would be helpful to do an interest inventory. This inventory will not only help with finding out students interests, it will provide a connection between the teacher and the student that they will appreciate. One of the reasons Upward Bound is such an incredible place is because the teachers are able to make personal connections with students for six weeks while teaching them at the same time. It is the most powerful form of education I have seen.

In schools, students are graded on their performances on quizzes and tests to see their understanding. I have observed that when there is not a grade on the line, students will unfortunately not take the formative assessments as seriously as I would like them to. They do not study a sufficient amount because they don’t see that the learning is more important than the grade that goes on the paper. I believe in frequent formative assessments—called ‘check-ins’—to help students not only show their knowledge, but also practice their knowledge and hopefully retain it better. After a chapter or several sections are covered, it is important to do some sort of summative assessment. This can either be project based or on paper. Giving students autonomy to choose is something that is important to them.

The use of technology and mathematics is very important. In some situations I believe it is not necessary. For example, it was excellent to use resources that were at our disposal during the first day of class when Dr. Theresa brought us to the stairwell and then let us use the blocks. There was no technology used for that activity and it was done very well without it. It can, however, be a very useful tool and in this day and age can be used very effectively for helping students grasp concepts more easily. I do not think it should be something that is relied upon but I do believe it is something that can be used in a very positive way if done correctly.

To effectively balance pedagogy, content, and technology, they need to be prepared and integrated together smoothly. As far as the three components go, I believe there is an order to follow for building the foundation. The first is the content. With this we can determine what the students need to know. Second is the pedagogy—how we will teach the content to the students. Thirdly is the technology and how we can better teach the content to the students. They all go hand in hand, and being able to use them together is the beauty of teaching mathematics to students.