**Pedagogy of Mathematics**

**FGD Participants Consolidation**

**Q1. Number of participants engaged only in administrative work? If any, only administrative**

* Mixed, some are engaged in teaching and some are engaged in administration

**Q2. Who are all engaged in pre service teaching?**

* 6 participants in-service, 4 participants pre-service

**Q3. What did you like about the course? Mention one or two highlights. (If you like or not, please mention any one or two highlights)**

* Activity based teaching-3
* Bloom’s taxonomy-2
* Session on change in perspective on Mathematics-2
* Mathematical Proficiency- tells us about how to involve students while teaching & motivating students-2
* ‘To develop proficiency in Mathematics among students we should train students by developing conceptual understanding, procedure fluency, strategic competency, adoptive devisioning, productive disposition.’
* Learning activities
* Change in teaching way
* ‘I will leave teaching and starts to build perspective, Conceptualize. Doing lesson and completing the syllabus, this is not our aim but actual aim is to reach the Mathematical concepts joyfully and with proper perspective.’
* Earlier no discussion, conversation was one way we never considered students opinion. What we learnt here is allow them to speak something, let share their opinion, what are the merits, de-merits
* Resource creation: ‘Recently department training was held for Class 6, we used materials shared by SNG which was used for teachers training to get feedback, for pre test and post test. Teachers were able to develop many new models from the ideas shared by TISS and earlier we were using only textbook. When we used these materials, teachers sat in training till 5PM with full interest and we got good response from them. The resource used at TISS is very useful to primary teaching that too for Class-6 & Class-7.’
* Change in perspective: ‘From C1 to C4 very good resources was presented. Out of four cycles, in the C1 we started making slight changes in our practices, in C2 we increased the quantity of changes in our practices, when we headed towards C4 we were able make changes in our beliefs. I feel that these were the changes happened in me from all these four cycles.’
* ‘According to me and my experience from childhood, these four cycles are my new world of Mathematics….. new world of Mathematics. And I will try to implement these till my service.’
* ‘It might be in-service or pre-service we should include these types of activities, actually it has been included in new D.Ed syllabus but these types of thought provoking activities and TLMs will enhance the depth knowledge, deep thinking, increases reasoning power, logical thinking and also fulfills NCF-2005 requirements.
* Misconception: Earlier my misconceptions was Mathematics is only for application in daily life but due to this programme I came to know how to co-relate language with Mathematics by this students can learn both Maths and Language.
* Thinking positively and being simple
* Making of 2019 Mathematical calendar

**Q4. What aspects of the course require improvement? Please elaborate?**

* The course is at higher level(only for TE’s), try to train lower levels(teachers), because we have very less service in department, choose younger students so it will retains for longer duration(But got response from faculty that you people will train further to teachers
* No need of break between Cycle 1-Cycle4, please make course duration for 1 or 2 months with out break-5
* ‘In this course you conduct classes for 3-4 days obviously we learn here but when we go back to our place we forget everything due to departmental work pressure. So please try to change this course from breaks(C1-C4) to continues a month or two month programme.’
* Connect this course with state textbook syllabus
* Redesign this course as vocational course in vacation like Vacational M.Ed(Karnataka University)
* Participants age: please give preference to younger participants as we are going retire in few years, we have learnt many things here but we need time to implement atleast 5-10 years of service in department

**Q5. What did you learn that was new from this course? Most new thing? For your self new thing?**

* Learning Mathematics through activities, enhanced interest and curiosity
* Useful to teach in 5E model
* Mathematisation is most important than make calculation and computation
* Framing questions by using Bloom’s taxonomy
* Enhanced interest by using different activities
* Got opportunity to explore many new resources
* Blooms Taxonomy: Preparation before taking class
* Should have good communication for teaching-learning
* Reflective practitioner
* Change in my perspective on Mathematics

**Q6.What change do you think when you go back in your practices? Before and after coming here?**

* Will use more and more activities

**Q7. How can the programme provide more support?**

* Send updates on Mathematics through email, WhatsApp,
* Share literature works, referral books and other materials on Mathematics

**Q8. Last question is what was your experience of writing the reflective journals?**

* In the beginning wrote Reflective Journals for the sake but now can see change in writing

**Q9. Did you find any useful in writing reflective journals? Will you use this techniques(RJ) during your teacher trainings?**

* Reflective Journal is not feedback to others, it is feedback to ourselves to correct our mistakes, to gain knowledge, it is also type of recalling whole workshop/session
* Reflective Journals gives more inputs towards professional growth of student teachers and for us
* More relevant to topic ‘Action research’ for 2nd year D.Ed student teachers