

Classifications of Neuroscientific-Radiological Findings on “Practicing” in Mathematics Learning

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Abstract : Many people know “Mathematics needs practice!” statement or similar ones from their mathematics lessons. It seems important to practice when learning mathematics. At the same time, it also seems important to practice how to learn mathematics. This paper places neuroscientific-radiological findings on “practicing” while learning mathematics in a context of mathematics education. To accomplish this, we use a literature-based discussion of our case study on practice. We want to describe neuroscientific-radiological findings in the context of mathematics education and point out stimulating connections between both perspectives. From a connective perspective we expect incentives that lead discussions in future research in the field of mathematics education.

Keywords : functional magnetic resonance imaging, fMRI, education, mathematics learning, practicing

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