

Learners' Reactions to Writing Activities in an Elementary Algebra Classroom

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Abstract : Various research has shown that writing allows students to engage in metacognition and provides them with a venue to communicate their disposition towards what they are learning. However, few studies have explored students' feelings about the incorporation of such writing activities in their mathematics classes. Through reflection sheets, group discussions, and interviews, this mixed-methods study explored students' perceptions and insights on supplementary writing activities in their Elementary Algebra class. Findings revealed that while students generally have a positive regard for writing activities, they have conflicting views about how writing activities can help them in their learning. A big majority contend that writing activities can enhance the learning of mathematical content and attitudes towards mathematics if they allow students to explore and synthesize what they have learned and reflected on their emotional disposition towards mathematics. Also, gender does not appear to play a significant role in students' reactions to writing activities.

Keywords : writing in math, metacognition, affective factors in learning, elementary algebra classroom

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