

Pre-Service Teachers' Experiences and Attitude towards Children's Problem Solving Strategies in Early Mathematics Learning

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Abstract : Problem-solving is an important way of learning way of learning because it propels children to use previous experiences to deal with new situations. The purpose of this study is to find out the attitude of pre-service teachers to problem-solving as a strategy for promoting early mathematics learning in children. This qualitative study employed a descriptive design to investigate the experiences of twenty second-year undergraduate early childhood education Pre-service teachers in a teaching practice and their attitude towards five-year-old children's problem-solving strategies in mathematics. Pre-service teachers were exposed to different strategies for teaching children how to solve problems in mathematics. They were taken through a micro teaching in class using different strategies to teach problem-solving in different topics in the five-year-old mathematics curriculum. The students were then made to teach five-year-olds in neighbouring schools for three weeks, working in pairs, observing and recording children's problem-solving activities and strategies. After the three weeks exercise, their experiences and attitude towards children's problem-solving strategies were collected using open-ended questions and analysed in themes. Findings were discussed.

Keywords : attitude, early mathematics learning, experience, pre-service teachers, problem-solving, strategies

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