

INTEGRATING TECHNOLOGY IN TEACHING MATHEMATICS

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While other subjects require reading, math requires practice. But it takes a lot of time to practice in a way that strengthens the ability. The mathematical foundation of students is crucial since a building's strength depends on its foundation. Sandholtz, et al. (1997:71)

The use of technology in the classroom has had a significant impact on how students learn and how teachers impart knowledge to them. Finally, this has led to a little shift in the roles of the teachers. Teachers must make sure that students are receiving what they are expected to be acting as their leaders and providing guidance on how to gather relevant information, use it appropriately, and apply it. Students are responsible for learning by actively developing their thinking skills rather than simply listening. Katie et al (2012).

Moreover, it is now widely recognized that employing technology to help math learning is important. Technology offers innovative alternatives for math learning. Through interesting and interactive media, teachers may improve learning and bring concepts to life. Technology increases the opportunities for students to see and interact with mathematical concepts. Through games, simulations, and digital tools, students can investigate and discover new things.

Furthermore, more people now have access to math technology, which enables more individualized learning. Since no two students are precisely identical, technology can offer each student support and content that is tailored to their unique requirements. Lessons, tutorials, screencasts, and other instructional content can all be seen by students

at their own speed and on their own devices. Therefore, technology can enable each student to take the right next step if one is still having trouble understanding a concept and another is ready for more difficult material.

References:

Katie Larsen McClarty et al (2012) A Literature Review of Gaming in Education

Sandholtz, J.H., et al. (1997) Teaching With Technology: Creating Student-Centered Classrooms. New York: Teachers College Press.