

Review of: "Teaching Mathematics with Creativity"

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Comments and Suggestions for Authors

The manuscript reviews the literature about the latest teaching and learning techniques that are used by enthusiastic teachers. The work looks interesting; the authors mainly explained how illuminating classroom lessons in order to grab students' attention and overall interest in the learning process.

General comments:

The article is generally interesting. It contains an overview of nearly 50 items from the last 10 years. Some points in detail have to be improved and re-evaluated, and I recommend the authors publish this paper by considering the following questions:

- It is worth paying attention to the very long sentences that appear in all parts of the article. This often makes it difficult to understand the intentions of what the authors wanted to express.
- There is a sentence in the introduction that I would suggest removing: "Still others can even teach with threats or through intimidations." I don't think it's correct to support or even list such methods as effective.
- It would be better to read if in chapter 2 the subchapters were arranged differently, e.g., before the sentence "The first metaphor (...)" there could be a subchapter "2.1 The animal school fable." Then, before the sentence "Another related metaphor," I propose a subsection: "2.2 Chaos theory," and then, for example, "2.2.1 Butterfly Effect in the Classroom Setting." Please think about it.
- On page 5, instead of "weather systems," I suggest "weather prediction systems" (first sentence about Chaos theory metaphor).
- In the „3. Teaching Techniques and Strategies in the Present-day Classroom Setting” chapter, there is a sentence: "Some literature—research suggested crafty and tinny-little ways that can help generate butterfly effects (...)" I suggest showing more literature examples.
- In the „5. Teaching Mathematics with Technology” chapter, I suggest providing some specific examples of application beyond generalities. It would be very valuable here. The same situation in the „8. Non-mathematical Metaphores, Analogies, Memes, Embodied-actions or Gestures” chapter and in chapter no. 10 – please add more examples.
- I am not sure whether the descriptions of experiments carried out in kindergartens and primary schools (although very interesting) described in the chapter "11. Methodology" and subsequent ones are justified in the review article. Rather, they are descriptions of one's own experiences. Please comment and consider whether these descriptions fit the

review article. Maybe change the nature of the article a little bit?