

Review of: "Teaching Mathematics with Creativity"

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Title: Teaching Mathematics with Creativity

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The article delves into the literature concerning research-based teaching and learning techniques employed by enthusiastic classroom teachers to create engaging and stimulating learning environments. It examines how effective teachers manage to cultivate an exciting atmosphere conducive to learning. While much of the current research focuses on innovative teaching methods, little attention is given to existing knowledge domains. The review highlights creative and effective teaching techniques that may be overlooked but have the potential to captivate students' interest in mathematics. The following provides some remarks.

* Pay attention to spacing, e.g., on page 2.

* For teaching mathematics with technology, the authors could also include a discussion on computer algebra systems (CAS). There is an extensive body of published literature in this area. See for example, <https://doi.org/10.3390/math9121317>, <https://doi.org/10.3390/educsci11090490>, <https://doi.org/10.3934/mbe.2023738>, and their references therein.

* A similar remark applies to flipped classroom pedagogy in mathematics classrooms. There are also some interesting findings that the authors could refer to and cite. See for example, <https://doi.org/10.2991/acsr.k.220202.01>, <https://doi.org/10.48550/arXiv.1611.08377>, <https://doi.org/10.3390/su141912500>, <https://doi.org/10.1016/j.stueduc.2019.07.002>, and their references therein.

* The mathematical formulas on page 18 are not correctly displayed. Consider typesetting using LaTeX for beautiful display. A similar remark applies to the ones on page 24.

* The figure on page 20 is missing a caption.

* The abstract can be improved. Here is a suggested version:

This article explores and reviews the literature about the latest research-based teaching and learning techniques or strategies that are used by some of the most passionate and enthusiastic classroom teachers, often to enlighten, fire up, or illuminate classroom lessons to grab students' immediate attention, curiosity, and overall interest in the learning process. The question used to guide our exploration of the literature is: How do effective classroom teachers manage to always create a conducive, welcoming, and exciting rather than depressive learning environment? While the current research output is more often than not forward-looking, that is, it is too busy moving forward as it comes up daily with suggested new ways of teaching and learning, almost nothing or little attention is given to what is already available, discovered, or recorded. This means there is an implication that a valuable knowledge domain already discovered could remain largely unutilized, an unused knowledge domain that is already available in the recorded literature, which can be put into practice in classroom settings. Therefore, this review article highlights some of the latest, creative, and effective teaching techniques that the authors explored and found impressive. These are effective strategies that might be otherwise overlooked, overshadowed, or blurred; but they are effective techniques that can be utilized by the most passionate and enthusiastic classroom teachers to make mathematics attractive to all types of learners, often by ways of generating, stimulating, and/or maintaining students' interest in the mathematics subject matter.