2il Gynhadledd Dysgu ac Addysgu

2nd Annual Learning and Teaching Conference

16 Mis Medi – 18 Mis Medi| 16 September – 18 September 2014

# Crynoldebau / abstracts

Do Not Teach Mathematics, Play With It

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Mathematics is often stigmatised by students and the public in general, with the effect that students typically rate teachers of mathematics lowest among disciplines. Teachers often use additional tools and techniques to enhance student learning experience in mathematics. A variety of types of teaching methodology and learning strategy are proposed and championed in the research literature. Among them is Game-Based Learning (GBL), for which a pedagogical effectiveness is claimed in all fields but particularly in mathematics. I have introduced a very innovative GBL approach to teach mathematics for higher education students with a limited mathematical background. I have been teaching basic mathematics to B. Sc. first year computer science students using my own developed games such as: logarithms and exponential jigsaw, arithmetic-fractions rummy, decimal crossword puzzle, algebraic equations bingo and binary - decimal conversion magic box. This new GBL approach is very effective in changing the students’ attitude towards mathematics and the development of their key competencies. The main aim of my session is to present possibilities of this innovative games based learning in the teaching of mathematics in higher education and to inspire lecturers to consider including this new pedagogy into mathematics education at their universities.