My philosophy of education most closely matches the idea of progressivism, which emphasizes real-world problem-solving and individual development. Because I am pursuing a degree in math education, real-world problem-solving will be prevalent in my teaching. If students have a difficult time relating math concepts to real-world situations, they may be uninclined to try to do well in math.

Creating activities that allow students to relate math to real life will be key for my teaching career. As students progress to the higher levels of math, it can become increasingly difficult to motivate them to excel, especially because most of them may never use the math again. The key to helping students realize the importance of the math concepts is emphasizing the process, not necessarily the formulas. For example, the trigonometric formulas used in pre-calculus will most likely never come up in the daily life of most students. However, the process of beginning the problem while not knowing where it will lead and persevering to the end can prove to be an extremely helpful life skill. By applying the process to real life, students can relate the concepts to real-world situations.

Another emphasis of progressivism is relying on discussion and questioning to guide learning. Incorporating discussion and collaboration will include group projects that require students to apply their knowledge of certain concepts. Utilizing Google Hangouts has been helpful to engage students learning at home as well as those in-person by incorporating group collaboration. The growing popularity of flipped classrooms has brought more emphasis on questioning as a form of guided learning. Especially in the field of math, students cannot move on to new concepts without understanding the previous concepts. One way to allow for extra time for students to ask questions is by designating workdays where students can work at their own pace and ask as many questions as they need. These workdays also allow for individual

development because the students are required to take responsibility for their learning and ask questions if they are struggling. I have structured my college course so that every Friday is used more for small-group tutoring and work time than lecture. This has allowed students to ask questions and get the help they might not otherwise get during a lecture. So often in lectures, students who do not understand concepts are too scared or embarrassed to ask questions. The individualized work time allows students to feel more comfortable asking questions.

Throughout my teaching career, I plan to incorporate the ideas of progressivism. I will help students realize the real-world applications of concepts through group activities and individual projects. Discussion will stem from group work and collaboration. In order to keep students engaged and excited for math, I will direct problem-solving through real-world applications.