

## The Emotional Knowledge of Mathematics Teachers

María S. García González  
Senior Lecturer,  
Mathematics Education  
Research Facility,  
Autonomous University of  
Guerrero, Mexico

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**6475 Alvarado Road, Suite 128**

**RSVP: [crmse@mail.sdsu.edu](mailto:crmse@mail.sdsu.edu)**

**Abstract:** Teaching mathematics requires the mastery of contents and teaching techniques, and also a proper management of the interpersonal relationships in class. In this sense, the teacher becomes an identification model for the students, not only with regard to knowledge, but also emotionally; so, there is no way that the teachers evade their emotions or the ones that the students invest on them.

From my research, I coined the term “emotional knowledge” to refer to the mathematics teachers’ understanding of their experienced emotions in class. This emotional knowledge implies the awareness of their experienced emotions and the ability to cope with the situations triggering by these emotions; this means that they are able to identify the consequences in their students of these emotions and act accordingly.

As a consequence, the emotional knowledge is a key component of the full development of mathematics teachers to achieve a positive environment in class. This talk will focus on showing some strategies to develop the emotional knowledge of mathematics teachers; I will also show the case of a junior high school mathematics teacher who got over his mathematics anxiety.

