

MATHEMATICS AUTOBIOGRAPHY

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Introduction

My name is Benjamin Dwomoh, and my journey with Mathematics has been a story of transformation. I grew up disliking Mathematics and preferring reading subjects, but over time, my relationship with Mathematics evolved, reshaping my academic path and future career. Today, I am a Mathematics tutor, teaching at the Senior High School level, but my journey started far differently.

Early Experiences with Mathematics

As a child, I had a strong aversion to mathematics. I remember struggling with morning mental drills in primary school, where I would often be beaten for not answering correctly. The fear of failure kept me distant from the subject. Reading subjects came naturally to me, and I found comfort in them, while math remained a daunting challenge. However, as I moved into upper primary school, I made a conscious decision to stop avoiding math. I didn't want to be beaten anymore, and so, I began sitting up and taking the subject seriously.

I still can't explain how it happened, but a turning point in my life came when I embraced the idea of developing a passion for something I didn't like or didn't understand. This thought reshaped my perspective on mathematics and began to change the way I approached it. My results started improving, and in Primary 5, I scored higher than ever before. That day, I couldn't sleep out of excitement. I remember my teacher shaking my hand for the first time, and it was a moment I'll never forget.

Progression Through School

In Primary 6, I met a teacher who solidified my foundation in mathematics. This teacher's approach made me see math in a new light. Under his guidance, my confidence in mathematics grew, and this continued into my Junior High School years. My grades improved significantly, and by the time I completed Junior High School, I was proud of my mathematics results. Even though I've never met that teacher again, I believe his influence shaped my academic career. Wherever he is now, I know God continues to bless him.

Senior High School Experience

My passion for mathematics continued to grow when I entered Senior High School. I was fortunate to have a mathematics teacher who made the subject so engaging and relatable that I found myself grasping concepts without needing to revisit my notes at home. His teaching methods inspired me greatly, and it was during this time that I decided to pursue mathematics at the university level. I aspired to become a mathematics teacher, just like him, and to help students who feared or struggled with the subject.

By the time I graduated from Senior High School, I had achieved a distinction in both Mathematics and Additional Mathematics, which motivated me to continue my education at the university level.

University Journey

At the university, I pursued a four-year Bachelor of Science course in Mathematics Education in my home country, Ghana. My passion for the subject continued to flourish as I deepened my understanding of mathematics and teaching. I knew that I wanted to share my newfound knowledge and enthusiasm with students who, like me, once struggled with the subject.

Personal Connection to Mathematics

Mathematics has always felt practical and relevant to my life. Growing up, I would help my family with tasks like budgeting for groceries or calculating interest on loans, which made math feel useful and important. Outside of academics, I also enjoyed solving puzzles and playing strategy games, which reinforced my problem-solving skills.

Challenges and Growth

One of my biggest challenges came in university when I struggled with abstract mathematical concepts like abstract algebra. At first, I felt intimidated, but with persistence and support from my peers, I began to grasp the underlying principles. This experience taught me that perseverance and collaboration are key to understanding complex ideas. It also made me more empathetic toward students who find math difficult.

Teaching Mathematics

Today, as a mathematics tutor at a Senior High School, I realize that teaching mathematics in a way that is relatable and practical is key to engaging students. I've discovered that when students can connect abstract concepts to real-world applications, they are more likely to appreciate and enjoy the subject. My goal is not only to teach mathematics but to inspire

students to become problem-solvers. It is important that students conceptualize what they are learning, which gives them the tools to approach any problem with confidence.

Current Relationship with Mathematics

Today, I view mathematics as both a tool and an art form. It helps us understand the world and solve problems, but it also reveals the beauty of patterns and logic. I continue to challenge myself by learning new topics and exploring innovative teaching methods.

Future Goals and Aspirations

Looking ahead, I aspire to contribute to mathematics education on a larger scale. I want to develop strategies to make math accessible to all students, particularly those who struggle with the subject. Additionally, I hope to explore how technology can enhance learning and make mathematics more interactive and enjoyable.

Conclusion

Reflecting on my journey, I realize how far I've come, from a child who dreaded mathematics to a tutor who is passionate about teaching the subject. I am grateful for the teachers who helped me along the way, and I strive to do the same for my students. Mathematics is not just a subject—it is a tool for understanding and solving problems. I hope to continue making math more accessible and enjoyable for my students, helping them to see its value and potential in their lives.