

It's been a whole semester full of learning experiences, both my students and myself have made the effort to get to this point and we've made it. In this moment of reflection and introspection I can think about *the could've been's*, the *oh I should've that differently*, or the *thinking about it, that actually was good* moments which have molded my opinions and expectations up to this point. My original thoughts are similar to the actual ones, and in the end, my calling remains the same. I strive to give my students the best of me, the difference now is that I feel accompanied, so it is **our collective duty** to give it our best.

My mind still is centered in the idea that the **best way to learn mathematics** is

Receive knowledge \Rightarrow Abstract it \Rightarrow Find analogies.

This is the summarized version of what I previously called the "*tried and true*" method. However throughout this semester I've been able to incorporate principles of community and sympathy between students which have reinforced this process, they responded positively to these approaches. The key procedures I followed were:

- **Waiting** in between questions for my students to finish their writing and think about what they just wrote.
- Asking **other students**, the ones with lower grades, what did they about what we were talking.
- Switching groups a couple of more times during the semester and suggesting they **exchanged their contacts**.
- Opening myself a bit and asking them about **how was their semester going**.

Not all of my students continue to go to class. For the ones that still do, success is shown in a small increase in their grades, and also by their attention and attitude towards the class. Particularly, directing the attention towards students who often did not participate, made them more eager to do so and showed other students that the class was not solely composed of themselves. In turn, this helped construct a **sense of community** among the students.

The learning process itself remains the same in essence. What has been modified is the delivery of that knowledge, and that also during the last two steps, some students collaborate to reinforce their knowledge. These has reinforced the students' capacity to learn and in the end made them happier as a whole. It's much better this way than in the case of having bored students come to class and just take notes mindlessly for the first half of the class and then lose their attention. I have been noticing more students, from the ones who consistently come to class, engage more with the material.

The belief that good profes