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The Importance of Encouragement in Initial Thematic Learning Training: Promoting Teachers' Use of Technology to Enhance Student Learning

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Abstract

The abstract should provide This recent instruction for manuscripts is study focuses on the innovative contribution To ensure the necessary need of innovative promotion of encouragement and improvement of mathematical learning of basic and secondary school students requires a benefit using the platform digital in improved teaching practices. This recent study, of a qualitative and interpretative nature, aims to understand the impact and contribution of teachers in department institution city Portugal is pedagogical practices using the detailed address postcode country regular and planned use of the digital platform to proposed students' encouragement and promote success of their Mathematics learning. The results of the study, based on data collection from interviews and observation of teachers' practices from diverse groups of schools in Portugal, and questionnaires given to their students, revealed the potential of the working proposed in the improved teaching practices in classroom using the platform, as contribute to educational encouragement and students' learning. The recognized contribution of this study is to support and recommend the promotion of the necessary encouragement and learning of students by integrating the use of the platform, and teachers skills in the educational practices. Article in a language English. Supplementary materials that are part of the article may be included in the appendices. This includes derivations of equations and details of algorithms. Appendices will be used when advanced technical details are essential to the article and will be included after the References section.

Keywords: Promotion Of Mathematics Learning; Basic And Secondary School Students Educational Incentive; Innovation Instruction Contributed By Digital Platform

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Introduction and Literature Review

In the Recent innovation of the curricular guidelines for mathematics education used English words, in schools have been necessary changes of teaching practices for a prominent pedagogical innovation to improving the effective students educational encouragement to have their manuscript to submission and learning of Mathematics at various levels of education, highlighted internationally in curricular documents, that currently also is essential the need added technological skills capabilities. is recommended to increase the interest of all students for their essential motivation to learn mathematical topics, And innovative platforms have emerged to support teaching and learning practices, which require essential skills and abilities from teachers to innovate the traditional educational model, in which they propose the digital platform as relevant to promote a better understanding of the mathematical content covered and effective learning(Costa et al. 2021) [18].

There has been an increase in technological resources available to teachers that enhance better mathematics teaching and learning processes to also recognize which technological applications to use and how in educational practices, and their impact on promoting the necessary educational incentive and student learning so that classes are more motivating and creative [1, 2]. However, recent technological resources in the classroom are not yet commonly effectively integrated into teachers' pedagogical practices, nor into students' learning processes. For changes to occur in this context, it is necessary that the pedagogical project and curriculum of public schools be rethought.

Currently, students are already frequently connected to digital technologies, which are quite integrated into their reality, whose dimensions include accessibility of resources and availability of support [4], as that can support the positive progress of Mathematics knowledge [5].

This context challenges teachers to play an essential role in developing these capabilities in teaching, to use and master using digital platforms as new technological resources, and it is necessary to integrate them appropriately into educational practices, so that classes are more motivating and creative for students.

Previous research suggests that in a learning context, videos are particularly suited to increasing students' interest in educational content and learning in general [6]. In the field of mathematics education, increasing students' interest is one of the main focuses of attention in curricular innovation, to their motivation to learn mathematics subjects. It is also relevant in this practice to introduce group evaluation systems focused on rewards for students' self-confidence. Recently, changes in educational practices in schools have been necessary for a prominent pedagogical innovation in the learning of Mathematics

To promote the occurrence of this productivity, concentration and motivation, it is essential that the teacher will have the role of mediator for the student in the knowledge and development of activities, and will evaluate, based on planning teaching methods as resolution of new problems for student performance and motivation. Thus digital platforms can be used as training and learning tools [7] by uploading and sharing audiovisual content [8] as a training instrument, if they are not considered, it can constitute an action devoid of meaning, not validating the teaching process. And the innovative platforms have emerged to support teaching practices that require teachers' skills to use disponible instruments in complete and intelligent platforms to promote relevant effective students learning [9, 10]

With this need came the innovative educational project MILAGE APRENDER+ (2018), developed by the University of Algarve in PORTUGAL, creating a learning platform that works in face-to-face and distance learning, in particular used on a regular and planned basis by teachers and students participating in the study of Mathematics learning in 3rd cycle and secondary education, which aims to improve the traditional teaching and learning environment [11] Lists of Items Lists may be laid out with each item marked by a dot: Items may also be numbered in lowercase Roman numerals: lists within lists can be numbered with lowercase Roman letters, second item. item three.

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This study involves human data, and the article contains an ethical statement that includes the names of the authors who approved their study based on their publicly available secondary data, meeting the ethical requirement. The ethical information includes the authorization numbers from the applicable study class. This information will be included in a subheading titled "Ethical Statement" after "Authors' Contributions." Availability of Supporting Data This section is optional. The journal encourages all data used in the analysis to be deposited in available public repositories, presented in the main papers and attached as additional supporting files, in machine-readable format whenever possible .Declaration of conflict of interest.

Citations in the text will be listed in the References section. Published works and personal communications are identified by the Authors' Year of Publication, for example, published personal communications.

Research Methodology

Equations should be written in abbreviated form. Ensure that the symbols in your equation have been defined the equation appears or immediately afterwards. As research on an innovative teaching and learning experience is scarce, was recognized as pertinent to carry out an investigation in this qualitative and interpretative study [12], which aims is to "understand the contribution of the regular and planned use of the MILAGE APRENDER+ digital platform in teachers' teaching practices proposed to encourage and promote students' Mathematics learning of basic and secondary school". With this objective, the following questions were formulated: (i) what are the options and recognition of the contribution of educational dynamics triggered by teachers who regularly use the platform, to guarantee teaching and student learning in practices? (ii) what are the students' experience and opinions regarding the pedagogical use and functionality of the platform in practices and contributions to their motivation and educational encouragement of mathematical learning?

The participants in this study conducted in different school clusters, 10 teachers and 150 students aged 10 to 17, male (55%) and female (45%), were selected because they are recognized as frequent users of the platform at various levels of primary and secondary education in different schools. These participant students and teachers volunteered based on informed consent, ensuring their confidentiality and the anonymity of their names to comply with ethical issues [13].

The collection of data necessary to respond to the objective, carried out over two academic years in several schools in Portugal, was based on: (i) initial semi-structured interviews of a qualitative nature [14] conducted by the author with participating teachers focusing on perceptions regarding: functionality and pedagogical effects of using the platform on educational and learning practices; fundamental aspects of the activities carried out in educational dynamics; (ii) finally a self-completed, mixed-structure questionnaire [15], applied to students in the participating teachers' classes, including: closed questions taking a 5-point Likert scale response format (1-strongly disagree to 5-strongly agree), focusing on involvement, motivation and support/-contribution to the work carried out using the platform; and other open questions in which they describe specific experiences highlighted in previous answers, focusing particularly on their involvement, interest and satisfaction in the platform's functionalities and perception of the contribution of the effects of its use on educational content in promoting their learning. Aiming to contribute to this scarce innovative research on teaching and learning, it was pertinent to carry out this relevant investigation of the regular and planned use of the digital platform. The next chapter presents the results of the descriptive analysis of the data evidenced by the responses from the diverse participants. Numbering and spacing of sections and subsections should be in Arabic numerals. All paragraphs following the titles of each section should be aligned below. The acknowledgements section appears just before the references. This is the optional section where the authors could credit others for their guidance or help in writing the manuscript. Funding sources or sponsorship information may be included here too.

Results

Major headings should be typeset in boldface, with each initial letter of individual word should be capitalized (see example above). Subheadings should be typeset in boldface, with the first letter of each word capitalized .The results of this study based on the analysis of all teachers' responses to interviews and students' responses to questionnaires, show that the digital platform MILAGE APRENDER+ has been quite regular and planned by teachers, especially in educational dynamics in the classroom as an advantage.

The activities initiated by teachers were essentially based on the perceived and highlighted materials available on the platform, which they have consulted and used essentially because they consider them to be enriched with more tasks than in manuals and with different degrees of challenge suited to the profile of each student, who find it pertinent to integrate into the various mathematical topics to be taught, within the learning curriculum, and for the necessary effective educational incentive for the success of basic and secondary students in mathematics. Teachers have also produced some of more materials that they make available on the platform, especially worksheets and also provide self--correction resources, namely resolutions and explanatory videos about the contents they use indicating to students what they are and what they should watch on how to solve the exercises.

This teachers option of establishing practices using these resources was considered particularly suitable to helping increase students' interest to recover some of them difficulties in terms of learning, and makes face-to-face classes more dynamic, providing greater autonomy and proposed collaborative work for students focused on solving certain tasks, which encourages them to better understand mathematical content and carry out different activities to explore new concepts around the tables to control the students' work and path, and propose a subsequent final collective discussion, with answers necessary to support the production of learning and understand the way in which the content is understood, and then have feedback supporting the use of the formative assessment of students, enabling progress in learning by supporting the doubts they have.

It was possible to verify that in school groups, students have been joining and participating in the development of themes and activities proposed by teachers, with the majority of them having contact and already using the platform with pleasure throughout the various academic years, frequently in math classes. Regarding the functionality and support of the platform for the work carried out, it appears that they mention that what they most liked it was solving different tasks that were proposed to them in the classroom, more adjusted to their progress and the fact that the platform allowed group work in the classroom. They positively appreciated their regular involvement in the experience of evaluating their colleagues' resolutions, which they consider contributing to progressing their own mathematics learning based on the scores they attribute to their resolutions. It can be seen that the average values recorded are all representative of a positive assessment, ranging between 3 and above 4 points on the scale used (1 to 5). And they evaluate the platform's graphic design very positively, with average values above 4, because they can visualize and read the texts that appear. Regarding involvement and motivation, it appears that the overall assessment made by students is generally positive, with values above 4 points, and the students, as having been to their liking, concerns the videos made available that explained the resolution processes, the almost immediate feedback on the submitted answer that allows the error to be noticed, the attribution of points for correct answers which is seen as better motivating. They reported that solving mathematics tasks using the platform helped them to better solve mathematics problems and better understand mathematical content, allowing them to progress in their learning.

Finally, this platform developed and created by the MILAGE APRENDER+ project aimed to improve the traditional teaching and learning environment, which reveals positive pedagogical potential in the regular and planned activities of its use in Mathematics educational contexts, allowing the combination of teaching and learning in the classroom and with online developed activities supported by the platform. All participants of this study observed and recognized the benefit of the pedagogical effects triggered to promoting more dynamic and motivational support based on material already available on the platform, including worksheets alluding to the various considered mathematical cur-

ricular topics included and sharing resources and explanatory audiovisual videos on the content that offer students new forms of relationship and successful integration for their active and autonomous involvement and access to content linked to their interests and contact with other colleagues who are looking for the same information with learning objectives. The work developed contributed to ensuring students' motivation and improving the promotion of their learning of Mathematics knowledge. And the potential of using this platform is globally perceived in the firm adherence and enthusiasm of students. This was what pleased them most, it made their work easier by supporting the analysis and identification of what they add in their resolutions to correct and improve, making them confident, and they took advantage of this use to explore new concepts, better understand mathematical content, progressing in their digital learning and skills.

Discussion and Conclusion

The results of this study, carried out in the 2022 academic year, show that we can conclude that, encouraged by the respective schools, the very regular and planned use of the platform by several teachers, in the classroom and combined with online activities, revealed broad and positive notable pedagogical potential in its use, observed and recognized by all participants, as beneficial for the active and autonomous involvement of students in carrying out tasks, and the motivation and promotion of students' learning of Mathematics knowledge.

In this global context, the most favourable assessment of the platform's effects highlights the essentially use of material available there in the activities proposed by teachers, considered curricular framed in essential learning, including worksheets alluding to the various mathematical topics that have more extended content on the platform than in the manual, and self-correction resources, namely resolutions and explanatory videos about the content. It was a potential of the platform that most pleased the students, making them confident, and they took advantage of this use to explore new concepts, better understand mathematical content, progressing in their learning and digital skills.

And the integration of the platform into teaching also allows the teacher to better evaluate the students' achievement in the proposed activities based on receiving feedback on the tasks carried out and support any doubts they have. The activities that the platform promotes in the classroom are also considered very positive to support the dynamics of teaching practices, complying with the recommendations of school-wide documents [e.g. 16], in which teachers, assisted by the platform's various resources, manage pedagogical differentiation, particularly the different learning rhythms and levels of knowledge and difficulty of students, proposing curriculum enrichment sheets or tasks with different degrees of challenge, adapted to the students' profile and their progress, so that those who have more difficulties can carry out different activities and the rest advance in tasks based on their knowledge, capable of supporting each person to achieve or recover learning. highlighted equally by teachers and students, they also make classes more dynamic, providing more motivation and active and autonomous involvement of students.

And finally, it is suggested, as appropriate, that the accessibility of this platform be considered a priority in schools, at different levels of education, given the particular relevance in current national legislation [17], to value academic advantages, given the particular relevance for all students to acquire a level of education and continually maintain the encouraging this educational use of its teachers, from the initial years, and it is opportune to provide teacher training actions, positively appreciated as beneficial in the broad development of pedagogical skills in the appropriation of the use of the platform in students' teaching and learning practices.

However, further investigations are also needed, especially how the use of this platform also contributes to the preparation of teachers' teaching practices to improve their students' educational contexts in other subject areas.

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