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The goal of this book is to bring together the concept of self-efficacy theory with practical how-to strategies for both teachers and parents to use in heightening their students' levels of self-efficacy. The book examines how self-efficacy theory relates to the acquisition of mathematical competence. The text also provides specific and practical how-to strategies for both teachers and parents in applying these principles to classroom mathematics instruction and activities. The self-efficacy practices and applications to mathematics are also suitable for families working with learners outside the school environment. Acquiring mathematical skills requires more than knowing arithmetic tables, memorizing rules, and knowing proofs. It requires a basic belief that one is capable of obtaining this information, making sense of it, and applying and generalizing it in mathematical problems. In addition, a student must believe that obtaining these skills leads to a positive outcome, whether it is perceived to be a good or passing grade, comfort-level in tackling mathematical problems, being able to advance to the next mathematics course, being able to score highly on the math section of the SAT and/or be competitive for a desired job. The ability of students to achieve and exceed grade level competence in mathematics is addressed through the lens of Albert Bandura's Self-Efficacy Theory. This theoretical position states that one will persist in mastering a behavior (in this case, mastering mathematical principles and skills), in the face of obstacles or failures—to the extent that one believes he or she has the ability to do so, and that there is a desired outcome for doing so. The research literature on the role of self-efficacy in mathematic instruction is examined to demonstrate the validity of using this concept to increase student (and parent/teacher) confidence in learning and applying grade-appropriate math content. Specific teaching methodologies will be provided that infuse self-efficacy strategies for students. Lastly, teachers and parents are provided strategies to increase their own self-efficacy when it comes to conveying mathematics principles to their child or student, as well as strategies to assess their students' level of self-efficacy over time. Teaching and learning mathematics so that students achieve success at their grade level or above can present a variety of challenges. One barrier that affects learners is the belief that one is not capable of learning mathematics or not naturally talented in the field, not a “math person.” As a result, learners may not believe they are capable of a positive outcome for achieving mathematics success. This book is an important resource for pre-service and in-service teachers, as well as families in applying the theory of self-efficacy to support learners in becoming confident and assured in their ability to understand and apply mathematical principles and procedures. Coupled with classroom ready mathematics instructional strategies, the book provides readers with the background, tools and strategies needed to carry content success and confidence forward to remain persistent in solving all future mathematical problems.

The original title for this work was “Mathematical Literacy, What Is It and Why You Need it”. The current title reflects that there can be no real learning in any subject, unless questions of who, what, when, where, why and how are raised in the minds of the learners. The book is not a mathematical text, and there are no assigned exercises or exams. It is written for reasonably intelligent and curious individuals, both those who value mathematics, aware of its many important applications and others who have been inappropriately exposed to mathematics, leading to indifference to the subject, fear and even loathing. These feelings are all consequences of meaningless presentations, drill, rote learning and being lost as the purpose of what is being studied. Mathematics education needs a radical reform. There is more than one way to accomplish this. Here the author presents his approach of wrapping mathematical ideas in a story. To learn one first must develop an interest in a problem and the curiosity to find how masters of mathematics have solved them. What is necessary to be mathematically literate? It's not about solving algebraic equations or even making a geometric proof. These are valuable skills but not evidence of literacy. We often seek answers but learning to ask pertinent questions is the road to mathematical literacy. Here is the good news: new mathematical ideas have a way of finding applications. This is known as “the unreasonable effectiveness of mathematics.”

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