

The Effect of Writing on Mathematics

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Editorial Note

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EDITORIAL NOTE

In today's environment, writing is essential for success in practically every part of life, especially school, work, and family. We use writings to connect, collect information, convince entertainment, heal psychological wounds, document experiences, examine the significance of happenings and circumstances and complete numerous responsibilities at business. Many instructors employ writing in the classroom to help pupils acquire composite materials. Writing reports, building written narratives to demonstrate concepts, supporting opinions and forecasts using written debates and writing to explain how to apply information or fix a problem are all common writing exercises assigned by teachers. Writing in notebooks or study logs to generate things about what has been learnt and to self-reflect on their explanations are other activities that teachers employ to immerse children in education. Famous writing instructors have maintained that writing increases learning since the 1960s and continue to do so now. Early evidence for this assertion included experienced writer endorsements, cross-cultural comparison, and experiential data. The present meta looked at whether writing regarding relevant content by school-aged kids helped their learning. We investigated the influence of teaching writing on students' learning in science, sociology, and mathematics using writing across discipline approach. Although writing has generally been the province of the speech arts in recent years there has been a determined important factor in promoting writing as a learning process in each of these fields.

Students required generating written words by manually or digitally to be designated a writing-to-learn exercise. Writing numbers to answer a math problem did not qualify as writing-to-learn, but writing a solution justification does. Writing-to-learn was not considered when pupils drew a map, diagram, or picture but did not add text with the visual. Moreover, writing-to-learn exercises could be performed individually or in groups, as long as all learners were active in the text production. Furthermore, a writing activity's audience did not have to be limited to students, but may include others.

There are a variety of theoretical approaches on how writing about content might help students to learn the cognitive and social-cultural viewpoints are as follows:

- Cognitive Theories
- Social-Cultural Theories
- Theoretical Implications

Both cognitive and social theories suggest different arguments for why such impacts are expected, writing about scientific, social studies, or mathematics topics would help education. Because various writing-to-learn exercises can encourage different forms of thinking and the impacts of writing might change based on context, we predicted that the results would be highly variable. We also predicted that the obtained impacts would be quite variable. We used different moderator analyzes to see if differences in effects were associated to content area, grade level, aspects of writing-to-learn practices, assessment characteristics, instruction features, and study methodological qualities. Whereas, communicating about topics in science, social studies, and maths improved learning, as expected. Eventually, even as research performance (e.g., study design, attrition) and real academic review (peer review vs. no peer review) did not mitigate acquired impacts in this review, researchers must ensure future studies are even more reasonable than the ones reviewed here, and that all processes are fully addressed.