



Exploring the future of mathematics teaching: Insight with ChatGPT

Edi Supriyadi ^{1*}, K. S. Kuncoro ²

¹ Teknik Industri, Sekolah Tinggi Teknologi Bandung, Jl. Soekarno Hatta No.378, Bandung, West Java, 40235, Indonesia

² Mathematics Departement, Universitas Pendidikan Indonesia, Jl Dr. Setiabudi No. 229, Bandung 40154, West Java, Indonesia

* Corresponding Author. Email: edipmatematika@gmail.com

Received: 28 May 2023; Revised: 6 June 2023; Accepted: 8 July 2023

Abstract: This study aims to provide a comprehensive overview of the future of mathematics teaching from the perspective of ChatGPT, an advanced language processing artificial intelligence (AI) developed by OpenAI. The results of the chat transcripts edited with ChatGPT suggest that the future of mathematics teaching will see the integration of technology and AI to provide personalized learning experiences, blended learning environments, and computational thinking, data literacy, and statistics. Problem-solving, critical thinking, and interdisciplinary connections will continue to be emphasized, and equity and inclusion will remain crucial. AI is expected to revolutionize mathematics education, but thoughtful implementation, ongoing professional development, and pedagogical considerations are essential. However, the future of teaching mathematics will continue to evolve. Therefore, teachers and lecturers need to keep abreast of the latest developments and adapt to them while remaining committed to providing quality teaching.

Keywords: Artificial intelligence; ChatGPT; Future of mathematics teaching; OpenAI

How to cite: Supriyadi, E., & Kuncoro, K. S. (2023). Exploring the future of mathematics teaching: Insight with ChatGPT. *Union: Jurnal Ilmiah Pendidikan Matematika*, 11(2), 305-316. <https://doi.org/10.30738/union.v11i2.14898>

INTRODUCTION

ChatGPT is a sophisticated language model created by OpenAI that has the ability to produce responses that resemble human-like language in diverse languages and formats. According to Mijwil et al. (2023), this technology has the potential to be utilized in various applications, including chatbots, language translation, and text completion. The ChatGPT platform has garnered considerable interest from scholars and practitioners alike, resulting in its extensive utilization across diverse domains. The implementation of conversational artificial intelligence (AI) models, such as ChatGPT, gives rise to significant ethical and societal implications, as noted by Mattas (2023). Meanwhile, Aljanabi (2023)s asserts that despite the obstacles, ChatGPT constitutes a noteworthy advancement in the realm of AI language processing, holding the capacity to revolutionize diverse sectors and enhance our quality of life. According to Deng & Lin (2022), ChatGPT, despite its impressive ability to produce human-like conversations, presents certain challenges that require attention.

The ChatGPT platform exhibits remarkable capabilities in producing text that closely resembles human-generated content, thereby surpassing conventional Question-Answering Systems (QASs). However, it is imperative to acknowledge that the ChatGPT tool is not without its constraints and ethical implications, which warrant careful scrutiny and resolution. In his study, Omar et al. (2023) conducts a comparative analysis of ChatGPT, Galactica, and KGQAN,

DOI: 10.30738/union.v11i2.14898



© Author (s), 2023. Open Access

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.

which are considered to be advanced question-answering systems. The author also highlights the constraints associated with each of these systems. The role of ChatGPT in generating human-like text for various applications, such as chatbots and language translation, is discussed by Mijwil et al. (2023). The study conducted by Bang et al. (2023) assesses the efficacy of ChatGPT in several natural language processing (NLP) tasks and concludes that it exhibits superior performance compared to other language models on the majority of these tasks. However, the study also identifies certain limitations in ChatGPT's reasoning capabilities and notes the presence of hallucination issues. The potential advantages and ethical implications of conversational AI models such as ChatGPT are explored by Mattas (2023).

Previous studies have focused on the potential, performance, and implications of ChatGPT, comparing it to other models like Galactica and KGQAN (Omar et al., 2023), assessing its efficacy in various natural language processing tasks (Bang et al., 2023), and discussing its ethical implications (Mattas, 2023). However, these studies have not explored the potential of ChatGPT in specific practical applications such as assisting in essay writing, particularly on subjects like "The Future of Mathematics Teaching". This gap in research, thus, necessitates an examination of how ChatGPT can contribute to this specific context.

The amazing skills of ChatGPT, on the other hand, have prompted people to wonder whether we have reached a point in the development of technology where an AI-driven chatbot is capable of writing or helping write an essay on "The Future in Mathematics Teaching." Chat transcripts that have been altered using ChatGPT Version May 24 are presented in this editorial, which was written on May 27, 2023.

This study aims to fill the identified gap by investigating the role of ChatGPT in assisting with essay writing, specifically focusing on the topic "The Future of Mathematics Teaching". We will evaluate the performance of ChatGPT in this context, uncover any potential limitations, and provide recommendations for its effective utilization. Further, we aim to offer insights on the ethical considerations of employing such AI-powered technology in the educational domain, thereby contributing to the ongoing discourse on responsible AI use.

METHOD

The method used in this study is an interview with ChatGPT. The purpose of this interview with the ChatGPT chatbot is to explore potential futures in mathematics teaching. This interview was conducted on May 27, 2023. The stages and method used in this study refer to research that has been conducted by (Corsello & Santangelo, 2023; Gunawan, 2023; Supriyadi, 2022).

RESULTS AND DISCUSSION

The following is an interview with ChatGPT conducted via chatbot:

Edi Supriyadi (ES): *Introduce ChatGPT. Explain that this article was written by ChatGPT in response to prompts from Edi Supriyadi (ES).*

ChatGPT: *Welcome to this informative article, where we delve into the realm of ChatGPT, an advanced language model designed to engage in conversations and provide relevant and insightful responses. As an AI language model developed by OpenAI, ChatGPT is powered by the GPT-3.5 architecture, which encompasses a vast amount of knowledge and language understanding. The conversation that follows was generated by ChatGPT in response to prompts from Edi Supriyadi (ES), highlighting the AI model's ability to comprehend and generate text based on the provided input. Whether it's discussing complex topics, answering questions, or engaging in a friendly dialogue, ChatGPT aims to assist and enhance the ED's experience by providing helpful and coherent responses.*

ChatGPT, a sophisticated AI language model developed by OpenAI, utilizes the GPT-3.5 architecture to engage in informative and relevant conversations. This study showcases its ability to respond to various prompts provided by Edi Supriyadi (ES), demonstrating the model's adeptness at comprehension and text generation. Its capacity to handle complex topics, answer

diverse questions, and engage in friendly dialogue is displayed throughout, aiming to deliver a rich interactive experience for Supriyadi and other users.

ES: Tell me what is teaching?

ChatGPT: Teaching can be broadly defined as the process of imparting knowledge, skills, and values from one person, known as the teacher or educator, to another person, known as the learner or student. It is a fundamental aspect of human society and plays a crucial role in shaping individuals, communities, and entire civilizations. At its core, teaching involves the deliberate and systematic transfer of information and understanding. The teacher utilizes various strategies, techniques, and resources to facilitate learning and promote the development of the learner's intellectual, emotional, social, and physical capacities. The ultimate aim of teaching is to enable students to acquire knowledge, gain critical thinking skills, and become self-directed learners. Teaching can take place in a wide range of formal and informal settings, such as classrooms, educational institutions, workplaces, community centers, and online platforms. It encompasses different levels of education, including early childhood education, primary and secondary education, higher education, vocational training, and lifelong learning.

Teaching, as described by ChatGPT, is an integral component of society that involves the deliberate and systematic transfer of knowledge, skills, and values from a teacher to a learner (Viraldo & Shafaat, 2013). It extends beyond mere fact transmission to actively engaging students, nurturing their curiosity, and establishing a supportive learning environment. Methods employed include lectures, discussions, demonstrations, and technology-enhanced learning to accommodate diverse learning styles. Teaching not only disseminates knowledge but also cultivates critical thinking, problem-solving skills, creativity, and ethical values. Teachers often act as mentors and facilitators of personal growth, guiding students, fostering intellectual curiosity, and aiding in their development into responsible and engaged citizens (Kemmis et al., 2014). Consequently, teaching is a complex process with profound implications for individual and societal development.

ES: Tell me what is mathematics teaching?

ChatGPT: Mathematics teaching specifically refers to the educational practice of imparting mathematical knowledge, skills, and problem-solving abilities to students. It involves the systematic instruction and guidance provided by mathematics educators to help students develop a solid foundation in mathematical concepts, logical reasoning, and quantitative literacy. Mathematics teaching encompasses a wide range of topics and branches within the field of mathematics, including arithmetic, algebra, geometry, statistics, calculus, and more. The primary goal of mathematics teaching is to enable students to understand the fundamental principles of mathematics, apply mathematical techniques to solve problems, and develop a deep appreciation for the beauty and utility of mathematics in everyday life. Effective mathematics teaching goes beyond rote memorization of formulas and procedures. It focuses on promoting conceptual understanding, logical reasoning, and critical thinking. Teachers employ various instructional strategies, such as explicit instruction, guided practice, problem-solving activities, hands-on manipulatives, technology integration, and collaborative learning, to engage students and facilitate their mathematical learning.

Mathematics teaching involves:

1. **Content Instruction:** Teachers present mathematical concepts, definitions, and procedures in a clear and accessible manner. They explain mathematical relationships, properties, and patterns, and demonstrate how to apply them in different contexts.
2. **Problem-Solving Skills:** Teachers guide students in developing problem-solving strategies and techniques. They provide opportunities for students to analyze and solve mathematical problems, encouraging them to think creatively, make conjectures, justify their solutions, and reflect on their problem-solving processes.

3. *Mathematical Reasoning: Teachers foster logical thinking and reasoning skills by engaging students in activities that require them to make logical connections, develop proofs, and analyze mathematical arguments.*
4. *Mathematical Communication: Teachers promote effective communication skills in mathematics, encouraging students to articulate their mathematical thinking, explain their reasoning, and justify their solutions using appropriate mathematical language and symbols.*
5. *Differentiated Instruction: Teachers recognize and address the diverse learning needs and abilities of students. They provide differentiated instruction, offering support and challenges based on individual students' strengths, weaknesses, and interests.*

Mathematics teaching, as articulated by ChatGPT, refers to the pedagogical process of imparting mathematical knowledge and fostering problem-solving skills in learners (English & Gainsburg, 2015). It spans across various mathematical branches like arithmetic, algebra, geometry, statistics, and calculus. Rather than simply relying on rote memorization, effective mathematics teaching emphasizes conceptual understanding, logical reasoning, and critical thinking, using diverse instructional strategies such as explicit instruction, problem-solving activities, and technology integration. Key elements of this process include content instruction, problem-solving skills, mathematical reasoning, mathematical communication, and differentiated instruction tailored to the varied learning needs and abilities of students. Furthermore, the integration of technology tools enhances visualization and problem-solving, making math more engaging and accessible. Ultimately, the aim of mathematics teaching is to build mathematical proficiency, analytical thinking, and mathematical literacy, equipping students for quantitative aspects of academic, personal, and professional lives.

ES: Summarize the history of mathematics teaching

ChatGPT: The history of mathematics teaching spans thousands of years, reflecting the evolving understanding and pedagogical approaches to this discipline (Salem, 2008). Here is a brief summary of key milestones and developments:

1. *Ancient Civilizations: Mathematics teaching traces its roots to ancient civilizations such as Mesopotamia, Egypt, and the Indus Valley, where mathematical knowledge was initially transmitted through practical applications like commerce, construction, and astronomy. Early teaching methods focused on imparting specific skills and techniques.*
2. *Ancient Greece: Ancient Greece witnessed significant advancements in mathematics, particularly with renowned mathematicians like Pythagoras, Euclid, and Archimedes. These mathematicians not only made substantial mathematical discoveries but also established principles of deductive reasoning and proof, laying the foundation for systematic mathematical teaching.*
3. *Islamic Golden Age: During the Islamic Golden Age (8th to 14th centuries), scholars such as Al-Khwarizmi, Al-Karaji, and Al-Kashi made remarkable contributions to mathematics. They translated and synthesized knowledge from various cultures, developed algebraic methods, and emphasized the importance of precise mathematical language. Mathematics teaching thrived in Islamic centers of learning, with scholars documenting and transmitting mathematical knowledge through textbooks and educational institutions called madrasas.*
4. *Renaissance and Enlightenment: The Renaissance and Enlightenment periods witnessed a resurgence of mathematical inquiry and teaching in Europe. Influential figures like Descartes, Newton, and Leibniz contributed to the development of calculus and mathematical analysis, expanding the scope of mathematical teaching. Mathematics began to be taught as an academic discipline in universities, with professors adopting more formal instructional methods.*
5. *19th and 20th Centuries: The 19th century saw significant advancements in mathematics, including the formalization of mathematical logic and the emergence of non-Euclidean geometry. Mathematicians such as Gauss, Euler, and Riemann played instrumental roles in these developments. Mathematics teaching became more standardized, with textbooks, curriculum frameworks, and dedicated teacher training programs being established.*

6. *Modern Era: In the 20th and 21st centuries, mathematics teaching underwent further transformations. The advent of computers and technology revolutionized the field, allowing for interactive visualizations, simulations, and computational tools. New teaching methodologies, such as inquiry-based learning and problem-solving approaches, gained prominence, emphasizing active student engagement and conceptual understanding.*

The history of mathematics teaching, as outlined by ChatGPT, extends across millennia and involves an evolution in both understanding and pedagogical methods of the discipline. Originating in ancient civilizations like Mesopotamia, Egypt, and the Indus Valley, mathematical instruction was initially transmitted through practical applications (Struik, 2012). In ancient Greece, mathematicians like Pythagoras and Euclid established principles of deductive reasoning, paving the way for systematic teaching (Calude & Marcus, 2004; Kline, 1964; Russo, 2003). The Islamic Golden Age saw the transmission of mathematical knowledge through textbooks and educational institutions, while the Renaissance and Enlightenment periods ushered in more formal instructional methods (Joseph, 2010). During the 19th and 20th centuries, advancements such as the formalization of mathematical logic led to standardized teaching, and the modern era brought significant transformations with the advent of technology and new pedagogical approaches. Presently, an emphasis is placed on inclusivity, equity, and real-world applications in mathematics education, and the discipline continues to adapt to technological and pedagogical innovations.

ES: *Speculate the future of mathematics teaching*

ChatGPT: *Speculating about the future of mathematics teaching involves considering potential advancements, trends, and challenges that may shape the way mathematics is taught. While the future is uncertain, several possibilities can be envisioned ES:*

- 1. Personalized Learning: With the advancements in technology and the availability of learning analytics, mathematics teaching is likely to become more personalized. Adaptive learning platforms and intelligent tutoring systems could analyze students' strengths, weaknesses, and learning styles to provide tailored instruction and targeted support. This individualized approach can enhance engagement, address diverse student needs, and optimize learning outcomes.*
- 2. Blended Learning Environments: Blending traditional classroom instruction with online resources and digital tools will likely become more prevalent. This combination allows for flexible learning experiences, access to a wide range of mathematical resources, and opportunities for collaborative problem-solving. Virtual reality (VR) and augmented reality (AR) technologies may also be incorporated, providing immersive and interactive experiences that enhance mathematical understanding.*
- 3. Computational Thinking: As computational thinking gains recognition as a vital skill, mathematics teaching may increasingly emphasize its integration. Students could learn to apply mathematical concepts and algorithms in programming languages, solve real-world problems using computational tools, and develop a deeper understanding of the relationship between mathematics and computer science.*
- 4. Data Literacy and Statistics: Given the increasing availability of data and its significance in various domains, mathematics teaching may place greater emphasis on data literacy and statistical reasoning. Students could learn to collect, analyze, and interpret data, make informed decisions based on statistical evidence, and understand the role of statistics in fields like science, social sciences, and business.*
- 5. Emphasis on Problem Solving and Critical Thinking: Mathematics teaching is likely to continue its shift towards problem-solving and critical thinking approaches. Teachers may engage students in open-ended and real-world mathematical challenges that require creativity, reasoning, and collaboration. Emphasizing mathematical thinking processes, conjecturing, and proof will cultivate students' ability to tackle complex problems.*
- 6. Equity and Inclusion: Efforts to promote equity and inclusion in mathematics education will likely persist. Teachers may adopt culturally responsive pedagogies that honor students' diverse*

backgrounds, experiences, and mathematical knowledge. The integration of culturally relevant examples, engaging mathematics in everyday contexts, and ensuring access to resources for underrepresented students can contribute to a more inclusive mathematics classroom.

7. *Interdisciplinary Connections: Mathematics teaching may increasingly highlight interdisciplinary connections, showcasing the relevance of mathematics in other subjects and real-world applications. Collaborative projects and cross-disciplinary initiatives can encourage students to explore connections between mathematics, science, technology, engineering, arts, and humanities, fostering a holistic understanding of mathematical concepts.*
8. *Lifelong Learning and Professional Development: Mathematics teaching is likely to involve ongoing professional development for educators. Teachers may engage in continuous learning to stay updated on pedagogical approaches, technology integration, and research-based practices. Collaboration among teachers, educational institutions, and mathematics organizations will be essential for sharing best practices and fostering professional growth.*

ChatGPT's speculation about the future of mathematics teaching indicates a dynamic evolution influenced by technology, societal demands, and pedagogical insights. The future may see more personalized learning, facilitated by adaptive platforms and tutoring systems that offer tailored instruction based on individual strengths and learning styles. Blended learning environments combining traditional classroom instruction with online resources could become more prevalent, with potential for immersive experiences through virtual and augmented reality (Dunleavy et al., 2009). Computational thinking may be emphasized alongside an increased focus on data literacy and statistical reasoning. Moreover, problem-solving and critical thinking approaches will likely continue to gain prominence. Teachers are anticipated to adopt culturally responsive pedagogies to promote equity and inclusion, while making efforts to establish interdisciplinary connections. Continuous professional development for educators may become a norm, ensuring up-to-date pedagogical approaches and technology integration. The specific path will, however, depend on collective efforts from educators, policymakers, and researchers, with a student-centered approach at its core.

ES: *Speculate the future of mathematics teaching on technology integration*

ChatGPT: *When considering the future of mathematics teaching with technology integration, several exciting possibilities emerge. While the future is uncertain, here are some speculative developments that could shape mathematics education:*

1. *Interactive Virtual Learning Environments: Advancements in virtual reality (VR) and augmented reality (AR) technologies could create immersive learning environments for mathematics. Students may explore three-dimensional mathematical models, visualize abstract concepts, and engage in interactive simulations. These technologies could enhance spatial understanding, promote discovery-based learning, and make mathematics more engaging and accessible.*
2. *Intelligent Tutoring Systems: As artificial intelligence (AI) continues to advance, intelligent tutoring systems could become more sophisticated. These systems would provide personalized feedback, adaptive instruction, and individualized support to students. AI algorithms could analyze students' problem-solving approaches, identify misconceptions, and offer targeted guidance, creating a tailored learning experience that meets each student's unique needs.*
3. *Gamification and Educational Games: Gamification elements and educational games could be integrated into mathematics teaching. Game-based learning platforms could offer interactive challenges, quests, and competitions that motivate students to explore mathematical concepts, solve problems, and earn rewards. Gamification can increase student engagement, foster a sense of achievement, and provide opportunities for collaborative learning.*
4. *Data-Driven Learning Analytics: Learning analytics, powered by data collection and analysis, could provide valuable insights into students' learning processes. Teachers would have access to real-time data on students' progress, conceptual understanding, and problem-solving strategies. This information could inform instructional decision-making, enable targeted interventions, and facilitate data-informed teaching practices.*

5. *Online Collaborative Learning Spaces: With the rise of online learning platforms, mathematics teaching could leverage collaborative learning spaces where students from different locations could collaborate and solve problems together. These spaces would enable students to engage in virtual group discussions, work on shared math tasks, and provide peer feedback, fostering collaboration, communication skills, and a global perspective.*
6. *Adaptive Learning Platforms: Adaptive learning platforms could offer personalized mathematics instruction, adjusting the content, pace, and difficulty level based on individual student performance. These platforms would utilize AI algorithms and data analytics to continuously assess students' strengths and weaknesses, provide tailored practice exercises, and offer targeted remediation or enrichment activities.*
7. *Mobile Learning and Bring Your Own Device (BYOD): Mobile devices, such as smartphones and tablets, could play a significant role in mathematics teaching. Students may use their devices to access mathematics apps, interactive eBooks, and online resources. BYOD policies could encourage students to bring their own devices to the classroom, allowing for seamless integration of technology into daily mathematics instruction.*
8. *Coding and Computational Mathematics: With the increasing emphasis on computational thinking, coding and programming could become integral to mathematics education. Students might learn to write mathematical algorithms, explore mathematical concepts through coding, and analyze mathematical problems using software tools. This integration could enhance problem-solving skills, logical reasoning, and deepen the connection between mathematics and computer science.*

ChatGPT's speculation on the future of mathematics teaching involving technology integration outlines several potential developments. With advancements in virtual reality (VR) and augmented reality (AR), interactive virtual learning environments could facilitate discovery-based learning and make abstract mathematical concepts more accessible (Ozcakir & Cakiroglu, 2021). AI-powered intelligent tutoring systems might offer personalized feedback and adaptive instruction, while gamification could increase student engagement. Learning analytics could inform instructional decisions and facilitate data-driven teaching practices. The rise of online learning platforms could promote collaborative learning spaces for shared problem-solving (Banson, 2022; Martínez-Argüelles et al., 2023). Furthermore, adaptive learning platforms might offer individualized instruction, adjusting content based on a student's performance. Mobile learning and BYOD policies could seamlessly integrate technology into daily instruction, and the emphasis on computational thinking might integrate coding and programming within mathematics education. However, the effective integration of technology requires careful planning, professional development for educators, and best practices to ensure technology truly supports mathematical learning.

ES: *Speculate the future of artificial intelligence in mathematics teaching*

ChatGPT: *When speculating about the future of artificial intelligence (AI) in mathematics teaching, several possibilities emerge. While the actual trajectory is uncertain, here are some speculative developments that could shape the role of AI in mathematics education:*

1. *Intelligent Tutoring Systems: AI-powered intelligent tutoring systems can provide personalized instruction tailored to each student's needs. These systems would analyze student responses, identify areas of difficulty, and offer customized feedback and guidance. AI algorithms could adapt the learning path, provide targeted practice exercises, and track progress over time, promoting individualized learning experiences.*
2. *Automated Grading and Feedback: AI algorithms can automate the grading process for mathematical assignments, quizzes, and exams. They can assess solutions, evaluate mathematical reasoning, and provide instant feedback to students. AI-powered grading systems could save time for teachers, provide timely feedback to students, and offer insights into common misconceptions or areas requiring further instruction.*

3. *Virtual Math Assistants: AI-based virtual math assistants could provide on-demand support to students. These assistants, accessible through chatbots or voice-activated interfaces, could answer questions, explain concepts, and guide students through problem-solving steps. Virtual math assistants would enhance accessibility, offer immediate assistance, and provide personalized help outside the classroom.*
4. *Adaptive Content and Curriculum: AI algorithms could analyze student performance data and recommend appropriate content and instructional resources. Based on individual strengths, weaknesses, and learning styles, AI could suggest specific learning materials, activities, or pathways that best suit each student. This adaptive approach would help optimize learning experiences and target specific areas of improvement.*
5. *Data-Driven Insights for Teachers: AI can help teachers gain valuable insights into students' learning patterns and progress. By analyzing large sets of data, AI algorithms can identify learning trends, pinpoint areas of student difficulty, and provide recommendations for instructional strategies. Teachers could use these insights to inform their teaching, adapt their approaches, and provide targeted support to individual students or groups.*
6. *Virtual Manipulatives and Simulations: AI-powered virtual manipulatives and simulations can offer interactive and dynamic experiences for exploring mathematical concepts. Students could manipulate virtual objects, visualize mathematical relationships, and conduct experiments in a virtual environment. These tools would enhance conceptual understanding, foster exploration, and provide opportunities for hands-on learning.*
7. *Intelligent Assessment and Adaptive Testing: AI could revolutionize assessment and testing in mathematics education. Intelligent assessment systems can generate adaptive tests that dynamically adjust the difficulty of questions based on students' responses. This approach ensures that students are challenged at an appropriate level, provides accurate assessments of their knowledge and skills, and offers insights into their learning progression.*
8. *AI-Assisted Curriculum Design: AI can assist in designing and refining mathematics curricula. By analyzing educational data, AI algorithms can identify effective instructional strategies, evaluate the sequencing of concepts, and recommend improvements to curriculum materials. This AI-assisted approach would support the development of well-structured, research-based curricula that align with students' needs and learning outcomes.*

ChatGPT's speculation on the future of artificial intelligence (AI) in mathematics teaching suggests several transformative developments (Sperling et al., 2022). Intelligent tutoring systems could provide personalized instruction and feedback based on individual student needs and performance data. Automated grading systems could efficiently evaluate student work, providing timely feedback and insights into common misconceptions. AI-based virtual math assistants might offer on-demand support to students, enhancing accessibility outside the classroom. AI could optimize learning experiences by suggesting specific learning materials based on student strengths, weaknesses, and learning styles. AI-driven data analytics could provide teachers with valuable insights into student learning patterns and inform instructional strategies. Further, AI-powered virtual manipulatives and simulations might offer dynamic, hands-on learning experiences. AI could also revolutionize assessment with adaptive tests that adjust difficulty based on student responses. Lastly, AI-assisted curriculum design could help refine mathematics curricula based on educational data. However, successful AI integration would require careful ethical considerations, protection of privacy, and maintaining the role of human interaction and guidance in education.

ES: *Speculate the future of robotics in mathematics teaching*

ChatGPT: *Speculating about the future of robotics in mathematics teaching opens up exciting possibilities for the integration of technology in the classroom. While the future is uncertain, here are some speculative developments that could shape the role of robotics in mathematics education:*

1. *Interactive Teaching Assistants: Robots could serve as interactive teaching assistants in mathematics classrooms. These robots could engage with students, deliver lessons, demonstrate*

- mathematical concepts, and facilitate hands-on activities. They could provide immediate feedback, answer student questions, and adapt their teaching strategies based on individual student needs and learning styles.*
- 2. Collaborative Problem Solving: Robots could be programmed to collaborate with students in solving mathematical problems. Working alongside students, robots could offer guidance, challenge their thinking, and encourage collaborative problem-solving approaches. This collaborative environment could foster critical thinking, communication, and teamwork skills.*
 - 3. Physical Manipulatives and Experiments: Robots could be designed as physical manipulatives to support students' understanding of mathematical concepts. They could help students visualize geometric shapes, demonstrate mathematical transformations, and engage in kinesthetic learning experiences. Additionally, robots could facilitate scientific experiments and data collection, enabling students to explore mathematical concepts through hands-on activities.*
 - 4. Personalized Instruction and Adaptive Learning: Robots equipped with AI algorithms could provide personalized instruction and adaptive learning experiences. By analyzing student performance data and individual learning styles, robots could tailor their instruction to match each student's needs, offer targeted practice exercises, and track progress over time. This personalized approach could enhance student engagement and optimize learning outcomes.*
 - 5. Programming and Robotics Projects: Robotics could be integrated into mathematics education as a tool for teaching programming and computational thinking. Students could learn to program robots to perform mathematical operations, solve problems, and simulate real-world scenarios. These hands-on programming and robotics projects would enable students to apply mathematical concepts in practical contexts and strengthen their problem-solving skills.*
 - 6. Robotics Competitions and Challenges: Robotics competitions and challenges centered around mathematics could become popular educational activities. Students could design, build, and program robots to complete mathematical tasks or solve mathematical puzzles. These competitions would foster creativity, critical thinking, and collaboration while promoting a deeper understanding of mathematical concepts.*
 - 7. Robotics for Special Needs Education: Robots can play a significant role in supporting students with special needs in mathematics education. They can provide personalized assistance, offer visual and auditory cues, and adapt their interactions to meet individual learning requirements. Robots could engage students with special needs in meaningful mathematical experiences, promoting inclusivity and accessibility.*
 - 8. Remote and Distance Learning Support: Robots could support remote and distance learning by acting as a physical presence in the classroom. They could facilitate interactions between remote students and teachers, participate in discussions, and enable remote students to engage in hands-on mathematics activities. This integration would bridge the gap between in-person and virtual learning environments.*

ChatGPT's speculation about the future role of robotics in mathematics teaching involves potential applications such as serving as interactive teaching assistants, facilitating collaborative problem-solving, and acting as physical manipulatives for understanding mathematical concepts (Benitti, 2012). Robots could also offer personalized instruction, leveraging AI algorithms for adaptive learning experiences. Integration of robotics projects could help students apply mathematical concepts practically, honing programming and problem-solving skills. Further, robotics competitions could enhance creativity and collaboration. Robots may also offer personalized assistance to students with special needs, promoting inclusivity. Lastly, robots could bridge the gap between in-person and remote learning. However, the integration of robotics would require careful consideration of ethical and pedagogical concerns, with teachers continuing to play a crucial role in guiding learning experiences and ensuring alignment with educational objectives.

ES: *Will robots or artificial intelligence replace teacher in the future?*

ChatGPT: *While robots and artificial intelligence (AI) have the potential to play significant roles in education, it is unlikely that they will completely replace human teachers in the future. Here are some reasons why:*

- 1. Human Connection and Emotional Intelligence: Teaching is a fundamentally human-centered profession that involves building relationships, understanding emotions, and providing personalized support. Teachers possess a unique ability to empathize, motivate, and adapt their instruction to meet individual student needs. While robots and AI can provide valuable assistance and enhance certain aspects of teaching, they lack the emotional intelligence and nuanced understanding of human interactions that teachers bring to the classroom.*
- 2. Complex Instructional Contexts: Teaching involves navigating complex instructional contexts that require flexibility, creativity, and critical thinking. Teachers make countless decisions each day, such as adapting instruction on the spot, identifying students' learning barriers, and adjusting teaching strategies to suit diverse learners. While AI algorithms can analyze data and offer recommendations, they often struggle to replicate the depth and complexity of human decision-making in real-time, especially in dynamic classroom environments.*
- 3. Pedagogical Expertise: Skilled teachers possess pedagogical expertise honed through years of study, professional development, and practical experience. They understand how to scaffold learning, differentiate instruction, and design engaging learning experiences. Teaching involves more than simply imparting information—it requires guiding students through the learning process, promoting critical thinking, and nurturing a love for learning. While technology can augment instruction, it cannot replace the wealth of knowledge and expertise that teachers bring to the profession.*
- 4. Non-Cognitive Skills and Social Development: Education is not solely focused on academic content but also on the development of non-cognitive skills, social-emotional learning, and character development. Teachers play a crucial role in fostering a positive classroom culture, promoting empathy, and teaching essential life skills. These aspects of education require human interaction, mentorship, and modeling, which are challenging to replicate with robots or AI.*
- 5. Adaptability to Individual Student Needs: Effective teaching involves recognizing and responding to the unique needs, strengths, and challenges of individual students. Teachers are adept at identifying learning gaps, providing targeted support, and adapting instruction to suit diverse learning styles. While AI can provide personalized recommendations and adaptive learning experiences, it lacks the holistic understanding and responsiveness that human teachers offer.*

ChatGPT suggests that despite the potential roles of robots and AI in education, they are unlikely to replace human teachers completely (Selwyn, 2019; Sharkey, 2016). This is due to factors such as the intrinsic human connection and emotional intelligence teachers offer, their ability to navigate complex instructional contexts, the pedagogical expertise they possess, and their role in fostering non-cognitive skills and social development. Teachers also excel in adapting to individual student needs, providing personalized support and instruction. Robots and AI, while offering valuable assistance and the possibility to enhance certain teaching aspects, lack the capacity to replicate these human attributes fully. Thus, robots and AI should be viewed as complementary tools that could assist teachers, rather than replacements. The future of education lies in leveraging technology to empower teachers and help them deliver more effective instruction and individualized support to students.

CONCLUSION

The future of mathematics teaching holds immense potential for advancements in technology integration and the use of artificial intelligence (AI). Personalized learning experiences are expected to become more prevalent, with adaptive learning platforms and intelligent tutoring systems analyzing students' needs and providing tailored instruction. Blended learning environments, incorporating online resources and digital tools, will likely enhance flexibility and collaboration. The integration of computational thinking, data literacy, and statistics will play a significant role, reflecting the increasing relevance of these skills in

various domains. Problem-solving, critical thinking, and interdisciplinary connections will continue to be emphasized, fostering students' analytical abilities and holistic understanding. Equity and inclusion will remain crucial, with culturally responsive pedagogies and inclusive practices ensuring equal opportunities for all learners. As AI continues to advance, interactive virtual learning environments, intelligent tutoring systems, gamification, and data-driven analytics are expected to revolutionize mathematics education. While embracing these possibilities, it is essential to ensure thoughtful implementation, ongoing professional development, and pedagogical considerations to maximize the benefits of AI in mathematics teaching.

REFERENCES

- Aljanabi, M. (2023). ChatGPT: Future directions and open possibilities. *Mesopotamian Journal of CyberSecurity*, 2023, 16–17. <https://doi.org/10.58496/MJCS/2023/003>
- Bang, Y., Cahyawijaya, S., Lee, N., Dai, W., Su, D., Wilie, B., Lovenia, H., Ji, Z., Yu, T., & Chung, W. (2023). A multitask, multilingual, multimodal evaluation of chatgpt on reasoning, hallucination, and interactivity. *ArXiv Preprint ArXiv:2302.04023*. <https://doi.org/10.48550/arXiv.2302.04023>
- Banson, J. (2022). Co-regulated learning and online learning: A systematic review. *Social Sciences & Humanities Open*, 6(1), 100376. <https://doi.org/10.1016/j.ssaho.2022.100376>
- Benitti, F. B. V. (2012). Exploring the educational potential of robotics in schools: A systematic review. *Computers & Education*, 58(3), 978–988. <https://doi.org/10.1016/j.compedu.2011.10.006>
- Calude, C.S., Marcus, S. (2004). Mathematical Proofs at a Crossroad?. In: Karhumäki, J., Maurer, H., Păun, G., Rozenberg, G. (eds) *Theory Is Forever. Lecture Notes in Computer Science*, vol 3113. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-540-27812-2_2
- Corsello, A., & Santangelo, A. (2023). May Artificial Intelligence Influence Future Pediatric Research?—The Case of ChatGPT. *Children*, 10(4), 757. <https://doi.org/10.3390/children10040757>
- Deng, J., & Lin, Y. (2022). The Benefits and Challenges of ChatGPT: An Overview. *Frontiers in Computing and Intelligent Systems*, 2(2), 81–83. <https://doi.org/10.54097/fcis.v2i2.4465>
- Dunleavy, M., Dede, C. & Mitchell, R. Affordances and Limitations of Immersive Participatory Augmented Reality Simulations for Teaching and Learning. *J Sci Educ Technol* 18, 7–22 (2009). <https://doi.org/10.1007/s10956-008-9119-1>
- English, L. D., & Gainsburg, J. (2015). Problem solving in a 21st-century mathematics curriculum. In *Handbook of international research in mathematics education* (pp. 325–347). Routledge.
- Gunawan, J. (2023). Exploring the future of nursing: Insights from the ChatGPT model. *Belitung Nursing Journal*, 9(1), 1–5. <https://doi.org/10.33546/bnj.2551>
- Joseph, G. G. (2010). *The crest of the peacock: Non-European roots of mathematics*. Princeton University Press.
- Kemmis, S., Heikkinen, H. L. T., Fransson, G., Aspors, J., & Edwards-Groves, C. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43, 154–164. <http://dx.doi.org/10.1016/j.tate.2014.07.001>
- Kline, M. (1964). *Mathematics in western culture*. Oxford University Press.
- Martínez-Argüelles, MJ., Plana-Erta, D. & Fitó-Bertran, À. Impact of using authentic online learning environments on students' perceived employability. *Education Tech Research Dev* 71, 605–627 (2023). <https://doi.org/10.1007/s11423-022-10171-3>
- Mattas, P. S. (2023). ChatGPT: A Study of AI Language Processing and its Implications. *Journal Homepage: Www.ljrpr.Com ISSN, 2582, 7421*. <http://dx.doi.org/10.55248/gengpi.2023.4218>
- Mijwil, M., Aljanabi, M., & Ali, A. H. (2023). ChatGPT: exploring the role of cybersecurity in the protection of medical information. *Mesopotamian Journal of Cybersecurity*, 2023, 18–21. <https://doi.org/10.58496/MJCS/2023/004>
- Omar, R., Mangukiya, O., Kalnis, P., & Mansour, E. (2023). Chatgpt versus traditional question answering for knowledge graphs: Current status and future directions towards knowledge graph chatbots. *ArXiv Preprint ArXiv:2302.06466*. <https://doi.org/10.48550/arXiv.2302.06466>
- Ozcakir, B., & Cakiroglu, E. (2021). An augmented reality learning toolkit for fostering spatial ability in mathematics lesson: Design and development. *European Journal of Science and Mathematics Education*, 9(4), 145–167. <https://doi.org/10.30935/SCIMATH/11204>
- Russo, L. (2003). *The forgotten revolution: how science was born in 300 BC and why it had to be reborn*. Springer Science & Business Media. <https://doi.org/10.1007/978-3-642-18904-3>
- Salem, S. I. (2008). *Mathematics in Mesopotamia BT - Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (H. Selin (ed.); pp. 1410–1414). Springer Netherlands. https://doi.org/10.1007/978-1-4020-4425-0_9271
- Selwyn, N. (2019). *Should robots replace teachers?: AI and the future of education*. John Wiley & Sons.
- Sharkey, A. J. C. (2016). Should we welcome robot teachers? *Ethics and Information Technology*, 18, 283–297. <https://doi.org/10.1007/s10676-016-9387-z>
-

- Sperling, K., Stenliden, L., Nissen, J., & Heintz, F. (2022). Still w (AI) ting for the automation of teaching: An exploration of machine learning in Swedish primary education using Actor-Network Theory. *European Journal of Education*, 57(4), 584–600. <https://doi.org/10.1111/ejed.12526>
- Struik, D. J. (2012). *A concise history of mathematics*. Courier Corporation.
- Supriyadi, E. (2022). Eksplorasi Penggunaan ChatGPT dalam Penulisan Artikel Pendidikan Matematika. *Papanda Journal of Mathematics and Science Research*, 1(2), 54–68. Retrieved from <https://ejournal.papanda.org/index.php/pjmsr/article/view/252>
- Viraldo, J., & Shafaat, A. (2013). Technology and free media content in post-secondary engineering education. *IIE Annual Conference. Proceedings*, 483.