Maths anxiety is a well-defined cognitive, physiological, and psychological construct that negatively affects the maths achievement of students who suffer from it. Maths anxiety does not end when a student leaves school, and can negatively impact their adult life.

This talk will present an informal introduction into the study of maths anxiety and other related constructs that affect the learning of maths. Then a brief discussion of the use of history of mathematics in the classroom. The aim of this talk is to examine a case study investigating whether the history of mathematics can alleviate maths anxiety by developing a dialogical classroom in which success is measured not by solving equations quickly, but by engaging in discussion mathematically.