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Verschaffel, L.; De Corte, E.; Borghart, I.

Pre-Service Teachers' Conceptions and Beliefs about the Role of Real-World Knowledge in Mathematical Modelling of School Word Problems.

Learn. Instr. 7, No. 4, 339-59 (1997).

Fourteen word problems, half of which were problematic from a realistic point of view, were administered to 332 Belgian preservice elementary school teachers who also saw answers given by 4 students. Results revealed a strong tendency to exclude real-world knowledge from spontaneous solutions and appreciations of student-supplied answers. (ERIC)

Classification: F99

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