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Leading beliefs in the teaching of proof.

Maaß, Jürgen (ed.) et al., Beliefs and attitudes in mathematics education. New research results. Rotterdam: Sense Publishers (ISBN 978-90-8790-722-8/hbk; 978-90-8790-721-1/pbk; 978-90-8790-723-5/e-book). 59-74 (2009).

Summary: In this contribution we report some results from a research program aimed at describing the way secondary school teachers treat proof and at understanding which factors may influence such a treatment. Drawing from theoretical tools coming from the research on proof and the research on teachers in relation to their beliefs, we analyze two case studies that are significant to our purpose. One main issue emerging from the case studies is the presence of “leading beliefs” that seem to drive the way teachers treat proof.

Classification: C29 C70 E50

Keywords: teacher beliefs; teaching; teaching-learning processes; proving; educational research