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Pre-service elementary school and secondary mathematics teachers' van Hiele levels and gender differences.

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Summary: The aim of this study was to find and compare the pre-service elementary school and secondary mathematic teachers' reasoning stages in geometry. There were a total of 281 pre-service teachers, 125 elementary school teachers and 156 secondary mathematics teachers, involved in the study. The researcher employed a multiple-choice geometry test. This test was developed to find out one's geometric reasoning levels. After the collection of the data, the independent samples t -test with $\alpha = .05$ was used to analyze the data. The study found that there was no statistically significant difference in regard to the reasoning stages between the pre-service elementary school and secondary mathematics teachers, and that although there was a difference with reference to van Hiele levels between male and female pre-service secondary mathematics teachers favoring males, there was no sex-related difference found between male and female pre-service elementary school teachers.

Classification: B50 C39

Keywords: van Hiele levels; pre-service mathematics teachers; gender differences; geometry; educational research