

**ZMATH 2005f.02826**

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**Using a schematic model to represent influences on, and relationships between, teachers' problem-solving beliefs and practices.**

Math. Educ. Res. J. 17, No. 2, 9-38 (2005).

Schematic models have been used extensively in educational research to represent relationships between variables diagrammatically, including the interrelationships between factors associated with teachers' beliefs and practices. A review of such models informed the development of a new model that was used to plan an investigation into primary school teachers' problem-solving beliefs and practices. On the basis of the findings from the research, the model was revised to include the important variable of prior mathematics learning, as well as a repositioning of the influence of teaching experiences in classrooms.

*Classification:* D59 C29

*Keywords:* mathematics syllabus; mathematics teacher; attitudes; values

doi:10.1007/BF03217414