

ZMATH 2004b.01019

Handal, B.

Teachers' mathematical beliefs: A review.

Math. Educ. (Athens) 13, No. 2, 47-57 (2003).

This paper examines the nature and role of teachers' mathematical beliefs in instruction. It is argued that teachers' mathematical beliefs can be categorised in multiple dimensions. These beliefs are said to originate from previous traditional learning experiences mainly during schooling. Once acquired, teachers' beliefs are eventually reproduced in classroom instruction. It is also argued that, due to their conservative nature, educational environments foster and reinforce the development of traditional instructional beliefs. Although there is evidence that teachers' beliefs influence their instructional behaviour, the nature of the relationship is complex and mediated by external factors.

Classification: C29

Keywords: instructional beliefs; educational environment