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The impact of beliefs in student's learning: an investigation with students of two different contexts.

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In the last decade, the community of mathematics educators has increased the attention paid to teachers' and students' beliefs, given their impact on the learning of mathematics. This paper focuses on two secondary students' beliefs and the relationships that emerge from the actions that take place in a classroom. The study was conducted in two different countries, Spain and Costa Rica, following an interpretative approach. It has been found that students construct their own theories regarding their role at school and learning and teaching mathematics. Both students agree that school mathematics is typically based on rules and memorization, and mostly oriented to procedures; even though they had contrasting mathematics experiences at school, their views about issues discussed in this paper are similar. (orig.)

Classification: C24

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