

ZMATH 2005e.02060

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A study of the structure of the professional orientation of two teachers of mathematics. Vol. 1: Theoretical and conceptual frameworks.

,. 520 p. (2000).

In this dissertation the author looks at some of the present models and approaches to teacher belief systems and argues that these can only give us an incomplete picture leaving as they do, the source of belief systems in the social world unexamined or unproblematised. He offers some sociological concepts that can help us understand better how belief systems are constructed upon teachers' ideological foundations and elaborates on how we can operationalise in practical research terms concepts of habitus and ideology.

Classification: C60