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**Perceptions of reform-based teaching and learning in a college mathematics class.**

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This study investigated, from the students', professor's, and researchers' perspectives, the effects of a reform-based introductory undergraduate mathematics course, and the efforts of a mathematics professor to teach such a course. The class had been designed for teacher candidates of middle school mathematics and science (Grades 4 to 8) but was open to all qualified students. The authors addressed the following research question: What preceptions about learning and teaching mathematics emerged through the participants' experiences in a reform-based mathematics course? Results of the analysis of the data suggested that the teacher candidates and the professor took an important first step toward enculturation into a reform-based vision of mathematics learning and teaching. Implications for mathematics faculty and teacher education faculty interested in promoting reform-based mathematics are presented.

*Classification:* C29

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