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**Teachers' beliefs about the discipline of mathematics and the use of technology in the classroom.**

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Summary: In the article, three Danish secondary level mathematics teachers' beliefs about the use of technological tools in the teaching of mathematics and their beliefs about mathematics as a scientific discipline are identified and classified – and the process also aspects of their beliefs about the teaching and learning of mathematics. The potential relationships between these sets of beliefs are also explored. Results show that the teachers not only manifest different beliefs about the use of technology and mathematics as a discipline, but that one set of beliefs can influence the other set of beliefs. The article concludes with a discussion of the research findings and their validity as well as their implications for both practice and research in mathematics education.

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*Keywords:* mathematics teachers' beliefs; beliefs about mathematics as a discipline; beliefs about use of technology; lever potential; blackboxing

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