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Living math histories: the influence of teachers' prior math experiences on their implementation of a reform math curriculum.

Hitt, Fernando et al., Psychology of mathematics education (PME-NA XXI). Vol. 2. ,. 709-715 (1999).

This paper utilizes elementary teachers' narrative constructions of their prior experiences learning and teaching math (their math stories) to understand their implementation of a reform math curriculum. Each of the teachers' stories has one or two prevalent themes, such as "math has meaning" or "math is about tricks and rules" that frames the way they think about and teach mathematics. These themes help explain the ways in which the teachers interpret and implement the reform curriculum. This research has implications for both the design and the implementation of math reform curricula and policies.

Classification: D30