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Prospective teachers' conceptions about, and approaches to learning mathematics.

J. South. Afr. Assoc. Res. Math. Sci. Educ. 2, No. 1, 72-76 (1998).

This preliminary study investigated pre-service teachers' conceptions of mathematics as well as their approaches to learning the subject. Thirty one second year students reading for the College Higher Education Diploma responded to the administered instrument. Results indicated that the majority of the students preferred learning mathematics by doing lots of examples in order to reproduce them, that is, a learning strategy known as the surface approach. (Abstract)

Classification: C29