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The relationship of undergraduates' beliefs about learning algebra and their choice of reasoning strategies for solving algebra problems.

Dossey, John A. et al., Proceedings of the nineteenth annual meeting: Psychology of mathematics education (PME-NA XIX). Vol. 1. ,. 81-89 (1997).

This study involved 25 undergraduate mathematics specialists who are planning to teach at the K-9 level. We examined both their beliefs about learning and teaching mathematics and their reasoning strategies. Findings suggest that students whose reported beliefs reflect an internal locus of mathematical authority and an importance placed on understanding in a mathematics learning community are more successful in developing their reasoning strategies. (Abstract)

Classification: C35