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**Seeking insights into young children's beliefs about mathematics and learning.**

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Summary: Challenges for researchers wishing to gain insights into student beliefs about mathematics and learning include the identification of prompts to which young children can respond easily and which have the potential to provide meaningful insights into their beliefs. This article reports on a selection of such prompts used within an exploratory study that investigated beliefs about mathematics, learning and helping factors for learning mathematics of eight children of 8 to 9 years of age. These prompts, described as creative interviewing procedures, are classified under the key categories of visual, verbal and text-based. The article provides brief details of the study as background but focuses on discussing the nature of the tasks, and, through the inclusion of a selection of responses, illustrates their potential value as research tools for gaining insights into young children's beliefs about mathematics and learning. It seems that teachers could use the prompts to gain alternate perspectives into children's beliefs which in turn might inform their instruction.

*Classification:* C22

*Keywords:* belief systems; young children; beliefs about mathematics; beliefs about learning mathematics  
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