

TABLE OF CONTENTS

Tables and Figures	vii
Acknowledgements	xi
Contributors	xiii
Chapter 1: Setting the Scene	1
<i>Gilah C. Leder, Erkki Pehkonen, and Günter Törner</i>	
PART 1 BELIEFS: CONCEPTUALIZATION AND MEASUREMENT	
Chapter 2: Framing Students' Mathematics-Related Beliefs. A Quest for Conceptual Clarity and a Comprehensive Categorization	13
<i>Peter Op't Eynde, Erik de Corte, and Lieven Verschaffel</i>	
Chapter 3: Rethinking Characterizations of Beliefs	39
<i>Fulvia Furinghetti and Erkki Pehkonen</i>	
Chapter 4: Affect, Meta-Affect, and Mathematical Belief Structures	59
<i>Gerald A. Goldin</i>	
Chapter 5: Mathematical Beliefs – A Search for a Common Ground: Some Theoretical Considerations on Structuring Beliefs, Some Research Questions, and Some Phenomenological Observations	73
<i>Günter Törner</i>	
Chapter 6: Measuring Mathematical Beliefs and Their Impact on the Learning of Mathematics: A New Approach	95
<i>Gilah C. Leder and Helen J. Forgasz</i>	
Chapter 7: Synthesis - Beliefs and Mathematics Education: Implications For Learning, Teaching, and Research	115
<i>Douglas B. McLeod and Susan H. McLeod</i>	
PART 2 TEACHERS' BELIEFS	
Chapter 8: Mathematics Teacher Change and Development. The Role of Beliefs	127
<i>Melvin (Skip) Wilson and Thomas J. Cooney</i>	
Chapter 9: Mathematics Teachers' Beliefs and Experiences with Innovative Curriculum Materials. The Role of Curriculum in Teacher Development	149
<i>Gwendolyn M. Lloyd</i>	

Chapter 10: A Four Year Follow-up Study of Teachers' Beliefs after Participating in a Teacher Enhancement Project <i>Lynn C. Hart</i>	161
Chapter 11: Belief Structure and Inservice High School Mathematics Teacher Growth <i>Olive Chapman</i>	177
Chapter 12: Participation and Reification in Learning to Teach: The Role of Knowledge and Beliefs <i>Salvador Llinares</i>	195
Chapter 13: A Study of the Mathematics Teaching Efficacy Beliefs of Primary Teachers <i>George Philippou and Constantinos Christou</i>	211
Chapter 14: Situating Research on Mathematics Teachers' Beliefs and on Change <i>Stephen Lerman</i>	233
PART 3 STUDENTS' BELIEFS	
Chapter 15: Beliefs about Mathematics and Mathematics Learning in the Secondary School: Measurement and Implications for Motivation <i>Peter Kloosterman</i>	247
Chapter 16: "The Answer is Really 4.5": Beliefs about Word Problems <i>Brian Greer, Lieven Verschaffel, and Erik De Corte</i>	271
Chapter 17: Beliefs about the Nature of Mathematics in the Bridging of Everyday and School Mathematical Practices <i>Norma Presmeg</i>	293
Chapter 18: Beliefs and Norms in the Mathematics Classroom <i>Erna Yackel and Chris Rasmussen</i>	313
Chapter 19: Intuitive Beliefs, Formal Definitions and Undefined Operations: Cases of Division by Zero <i>Pessia Tsamir and Dina Tirosh</i>	331
Chapter 20: Implications of Research on Students' Beliefs for Classroom Practice <i>Frank K. Lester, Jr.</i>	345
Index	355

TABLES AND FIGURES

List of Tables

Chapter 3	Table 1: The nine characterizations of belief included in the questionnaire	47
	Table 2: Responses to the 10 items by individual respondents	49
	Table 3: Degree of agreement/disagreement of the respondents with the characterizations	49
Chapter 6	Table 1: Selected definitions of beliefs	96
	Table 2: Summary of selected methods for measuring attitudes/beliefs	98
	Table 3: Beliefs in recent mathematics education research	101
Chapter 10	Table 1: Percent of teachers responding by item on factors they believe influenced their change	169
Chapter 13	Table 1: Proportions of indicative items by institution and overall mean	222
	Table 2: A summary of responses in the interviews by scale dimension and preservice education	227
Chapter 14	Table 1: Teachers' positions within different pedagogic modes	239
Chapter 16	Table 1: Examples of P-items used in Greer (1993) and Verschaffel et al. (1994)	275
	Table 2: Percentages of Realistic Reactions (RRs) on selected P-items in various studies	276
	Table 3. Percentages of Realistic Reactions (RRs) on selected P-items in the study of Community College students by Mukhopadhyay and Greer (2000) (N = 13)	278
	Table 4. Percentages of Realistic Reactions (RRs) on selected P-items in the study of teachers in training by Verschaffel et al. (1997) (N = 332)	280
	Table 5. Percentages of scores for realistic and non-realistic answers on P-items for the first-year and third-year student teachers (Verschaffel et al., 1997)	280

Chapter 17	Table 1: Student beliefs concerning the nature of mathematics	296
	Table 2: Activities described by students	297
	Table 3: Other activities in which potential for math was seen by students	298
	Table 4: Beliefs of students about the nature of mathematics, Fall 1999	303
Chapter 18	Interpretive framework for analyzing individual and collective activity classrooms	315
Chapter 19	Table 1: Percentages of responses to $a\div 0$ ($a\neq 0$) expressions by grade and level of mathematics achievement (in %)	337
	Table 2: Percentages of responses to $0\div 0$ expressions by grade and level of mathematics achievement (in %)	337

List of Figures

Chapter 2	Figure 1: Different categorizations of students' beliefs	19
	Figure 2: Constitutive dimensions of students' mathematics-related belief system	27
	Figure 3: A framework of students' mathematics-related beliefs	28
Chapter 5	Figure 1: Different belief structures	88
Chapter 6	Figure 1: Excerpts from the experience Sampling Form	106
	Figure 2: The spread of activities in which students in our study were engaged at the time they were signalled, overall and by gender	107
	Figure 3: Overview of Caitlin and Boyd's activities when beeped	108
	Figure 4: Results from selected ESFs for two case studies	109
Chapter 11	Figure 1: Elise's beliefs	187
	Figure 2: Mark's beliefs	188
Chapter 14	Figure 1: Fields and sub-fields in the production of positions of teachers	239
Chapter 16	Figure 1: Factors shaping beliefs about word problems	285

TABLES AND FIGURES

ix

Chapter 17	Figure 1: Melanie's semiotic chain for combinations of various stitch designs	306
	Figure 2: Derek's semiotic chain for the symmetries of a tennis court	309

INDEX

- A**
- abstraction..... 295, 303, 305, 307
 - academic choice..... 104
 - acceptable explanation..... 322, 324, 325, 326, 327
 - achievement motivation..... 120
 - activation 81
 - activities..... 182, 183, 187, 192
 - activity, reflexive 205
 - affect.... 14, 15, 19, 23, 27, 33, 38, 39, 59, 60, 61, 62, 63, 64, 116, 211
 - affective 16
 - ~ domain 59, 115, 211
 - ~ pathways 61, 69
 - ~ system 212
 - analysis
 - conceptual..... 346
 - methodological 346
 - semiotic..... 349
 - analytical tools..... 200
 - assessment 16, 252, 257, 268
 - Atlanta Math Project..... 170
 - attitude 61, 68, 95, 118, 213, 248
 - ~ toward mathematics 261
 - measurement 102
 - attribute..... 187, 189, 190
 - attribution..... 248, 263
 - ~ theory 347
 - authority..... 144
- B**
- behavior 178, 179, 180, 181
 - belief
 - ~ objects..... 78
 - ~ structure 59, 60, 64, 68, 69, 70, 178, 179, 180, 181, 187, 189, 191, 192
 - ~ system..... 26, 27, 29, 30, 36, 38, 39, 59, 64, 67, 68, 85, 179, 191
 - intuitive..... 331, 332, 341
 - primary 187, 189, 190, 191, 192
 - beliefs 101, 162, 177, 178, 179, 180, 181, 182, 183, 184, 187, 188, 189, 191, 192, 212, 313, 314, 316, 317, 318
 - beliefs about
 - ~ learning 204
 - ~ mathematics... 15, 18, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 32, 35, 36, 38
 - ~ mathematics curriculum 156
 - ~ mathematics learning 22
 - ~ mathematics teaching 18, 19, 22, 31
 - ~ the self 17, 29, 30, 33, 34
 - ~ the social context 19, 20, 21, 22, 34
 - beliefs and knowledge 351
 - beliefs
 - ~ research..... 345, 346
 - change of..... 153, 154, 282-283, 313, 314, 316, 328
 - contradictory..... 28, 32
 - definitions 73, 95
 - domain-specific 87
 - empirical relevance of ~ 74
 - epistemological..... 18, 74
 - espoused 135
 - inferential..... 179, 187, 189,

190, 191, 192
 intuitive350
 mathematical73, 313
 measurement95
 motivational . 14, 17, 19, 26, 33, 34
 normative64
 of cognitive psychologists
 287-288
 ontological 294, 298, 302, 305,
 310, 311, 348
 personally-held350
 quasi-logical character of ~81
 quasi-psychological character of ~
81
 specifically mathematical 313,
 315, 324, 329
 subject-matter87
 teachers' about curriculum 149,
 156
 warrants for60
 breadth of a belief object78

C

calculational orientation.....326,
 327,329
 cases.....198
 causal attributions117
 central179, 180, 188, 192
 certitude80
 chains of signifiers293
 challenge262, 266
 change.....128, 177, 178, 179,
 180, 181, 185, 190, 192
 changes in practice.....294
 characterization.....40
 children's thinking206
 circular reasoning.....346, 347
 class context.....13, 28, 29,
 30, 34, 35, 36
 classroom
 ~ norms349
 interactions.....323, 329
 participation structure314, 320,
 322, 323
 social norms35
 cognition59, 60, 61, 62, 69, 116
 cognitive
 ~ components.....212
 ~ development211
 ~ strategies15
 collaboration170, 172
 communication59, 61, 179, 185,
 186, 187, 189, 190, 191
 community of practice25, 196,
 200, 207
 competence238, 239, 240
 conative.....14, 15, 23
 concept
 ~ definition350, 352
 ~ image77, 350
 conceptions14, 16, 19, 23, 26,
 28, 30, 41,75, 212
 conceptual
 ~ orientation.....326, 329
 ~ tools198
 conflict.....182, 184, 189
 pedagogical189, 190, 191
 connection(s)183, 185, 186, 187,
 189, 192, 294, 295, 298, 302, 310
 consciousness.....80
 constitution143
 ~ of norms.....327
 constructivism, constructivist133,
 134, 135, 234, 238, 239
 content set.....78
 context128, 132
 socio-cultural353
 contextual factors.....131, 347, 348

- control213 336, 338, 340
- core beliefs..... 348, 352
- course portfolios 317, 318, 319
- cultural practices293, 295, 296,
301, 302, 309, 310
- culture240, 242
- curriculum
~ initiatives 149
~ materials 150, 151, 152,
..... 155, 156, 158
reform-oriented 154
teachers' treatment of 157
- D**
- debate..... 134, 139
- decentering..... 134, 136
- definition..... 13, 16, 17, 25, 26,
30, 31, 35, 115, 118
- derived204
- developing
~ new beliefs 155
~ the identity205
- development
~ of an identity206
~ of identity.....205
~ of teachers..... 150
- didactical contract.....281,284
- differences, individual276, 284
- differential equations ...313, 316, 317,
320, 321, 322, 325, 326, 327, 328
- disaster studies281
- discourse201
- discourse, discursive practice235,
.....236, 237, 238, 240
- discursive use.....206
- disposition.....75, 130, 141
~ mathematical..... 14, 15, 36
- division334
~ by zero 331, 332, 333,
- E**
- efficacy211
~beliefs211
- effort 248, 249, 250, 251,
.....253, 255, 256, 266, 267
- electronic journals.....317, 318, 325
- Elise 181, 182, 183,
188, 189, 190, 191
- emotion 14, 15, 19, 28, 33, 59,
61, 62, 68, 69, 116, 212
- emotional212
- enjoyment of mathematics....254, 255
- equity295
- ethics.....61, 66, 67, 68
- ethnicity121
- evaluation maps81
- everyday practices293, 295,
302, 303, 310
- evolution61
- excitement..... 61, 62
- expectations 314, 315, 316, 318,
319, 320, 322, 323, 324
~ of teachers..... 252, 257, 268
- experience 181, 184, 185, 186
187, 188, 190, 192
- Experience Sampling Form (ESF).....
..... 105, 106, 109, 111
- Experience Sampling Method (ESM).
..... 103, 104, 105, 108, 111, 120
- experiential 185, 186, 192
- experientially-real mathematical object
.....316
- F**
- factors, sociocultural.....286-287
- fear 60, 62, 63
~ of mathematics.....63

feelings212
 focus of interactions.....204
 formal334
 forms of participation196
 four-component-definition.....77
 framework..... 13, 16, 17, 18, 23,
 28, 29, 30, 31, 36
 framing237, 238, 239
 frustration.....61, 63, 69, 70
 fun..... 183, 187, 189

G

gender 115, 284, 285, 286
 generalization.....294, 295, 301,
 302, 305, 307, 310
 global affect61
 goal orientation248, 251,
 255, 256, 267
 growth..... 177, 179, 180, 181, 191

I

identity179, 188, 192,
 235, 236, 240, 241
 ideology75
 image75
 infinity 336, 339, 340
 ~-undefined.....342
 inquiry..... 135, 137, 143
 ~ mathematics149
 ~ mathematics tradition ..314, 316,
 320, 326, 329
 ~-based instruction.....151
 integrity, mathematical62
 interaction patterns.....315, 318, 324
 interactive constitution.....320, 322,
 323, 325
 interpretive framework313, 315,
 316, 328
 intimacy, mathematical62

J

joy62, 63
 justification 331, 335, 336, 340
 mathematically-based337
 practically-based337
 rule-based.....339

K

key word strategy.....347
 knowledge..... 13, 14, 15, 16,
 17, 18, 22, 23, 24, 25,
 26, 27, 28, 29, 30, 31,
 32, 36, 38, 39, 74, 130, 131
 ~ developed as learners.....155
 ~ structure237
 external351, 352
 internal351, 352
 pedagogical content198

L

learning
 ~ environments206, 208
 ~ from classroom experiences
 increases as teachers153
 ~ in practice200
 ~ in practice at university.....207
 ~ opportunities152
 ~ to teach at the university207
 Likert scales347
 lived experiences295, 296, 297
 local affect63

M

Mark 181, 184, 185, 186,
 188, 189, 190, 191
 materials, reform-oriented152
 mathematical

~ ability67, 68, 69
 ~ explanations315, 326
 mathematical modeling..... 272-273,
 282-283, 285, 348
 perspective348
 mathematically-based334
 mathematics59, 60, 61, 62, 63,
 64, 65, 66, 67, 68, 69, 70
 ~ methods course206
 ~ teaching, segments of198
 folk perception of.....288
 nature of..... 252, 257, 259, 260,
 262, 263, 293, 294, 295,
 296, 302, 303, 309, 310, 311
 relation to reality288
 teaching of ~211
 usefulness of ~249, 250,
 251, 254, 266
 meanings293, 294, 295, 299
 ~ of the artifacts206
 measures, physiological99
 membership degree function(s)80
 memorization252, 255, 260,
 262, 263, 267
 mental manipulatives272, 288
 meta-affect59, 62, 63, 122
 metacognitive, ~ knowledge13,
 14, 15
 metaphor188, 190
 model13, 16, 17, 19, 21, 22, 23,
 25, 26, 28, 30, 31, 33, 38
 modeling164, 170, 172
 morals61, 66, 67, 68
 motivation14, 15, 16, 18, 19,
 23, 28, 33, 38, 211, 247, 249,
 250, 251, 252, 253, 255, 257,
 260, 261, 263, 346, 347, 351
 multiplication334
 mutual engagement200, 206

N

NCTM.....100
 negotiation318, 320, 322,
 323, 327, 328, 329
 ~ of meanings196, 197, 208
 non-motivated24
 normative patterns of interaction24
 norms
 social313, 315, 316, 318,
 320, 321, 322, 323, 324,
 325, 327, 328, 329, 352
 sociomathematical34, 282, 284
 313, 315, 316, 324,
 326, 327, 329, 349

O

obligations314, 316, 320, 324
 observations99, 111
 operation331, 332
 performing333
 ownership300, 301

P

participation ..195, 206, 208, 240, 241
 ~ in mathematics105
 partial198
 peripheral form203
 patterns301, 303, 304,
 305, 306, 307, 308
 pedagogy, pedagogical .132, 133, 134
 perception75
 performance237, 238, 239
 peripheral196
 ~ member200
 personal meaningfulness300
 personally-meaningful solutions
 316, 324