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ST(P) Mathematics: 2A - L. Bostock, F. S. Chandler, Ewart ...

The Mathematics Teacher (MT) , an official journal of the National Council of Teachers of Mathematics, is devoted to improving mathematics instruction from grade 8-14 and supporting teacher education programs. It provides a forum for sharing activities and pedagogical strategies, deepening understanding of mathematical ideas, and linking mathematics education research to practice.</p>

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Index - National Council of Teachers of Mathematics

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S. T. (P) Mathematics (Bk. 2B): Bostock, L., Shepherd, A ...

Beliefs and practices related to mathematics were assessed for 21 fourth- through sixth-grade teachers. At the beginning and the end of the school year teachers' beliefs about (1) the nature of mathematics (i.e., procedures to solve problems versus a tool for thought), (2) mathematics learning (i.e., focusing on getting correct solutions versus understanding mathematical concepts), (3) who ...

Teachers' beliefs and practices related to mathematics ...

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Journal of Mathematics Teacher Education | Home

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Drawing from the mathematics education as well as psychological literatures, the instrument's questions focus on topics including feelings about school in general, non-school influences on motivation, self-confidence, perceptions of ability, goal orientation, study habits, mathematics content, assessment practices, and expectations of teachers.

Beliefs About Mathematics and Mathematics Learning in the ...

The National Council of Teachers of Mathematics (NCTM) supported this new vision of TPACK early in 2000 with its Technology Principle in its standards for a new century, stating that "Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning" (NCTM, 2000, p. 24).

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Journal of Mathematics Teacher Education, 7(3), ... New York: Teacher's College Press. Lubienski, S. T. (2000). Problem solving as a means toward "mathematics for all": An exploratory look through a class lens. Journal for Research in Mathematics Education, 31(4), 454-482.