

Pre-service Teachers' Views on Mathematics Homework Practices

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Literature suggests that homework plays an important role in mathematics learning yet, in the Australian context, there is limited related research on this issue. This exploratory study sets out to better understand pre-service teachers' intentions and practices concerning mathematics homework. Using a survey design, we analysed data collected from a questionnaire administered to 98 (71% response rate) pre-service teachers (PSTs), all in the third year of their BEd program and completing a third course in mathematical methods as well as professional experience. Contrary to our expectation, the difference in perceptions among PSTs teaching upper and lower primary grades were not statistically significant.