

Teachers' Beliefs about Knowledge of Content and Students and its Effect on their Practice

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This study investigated mathematics teachers' beliefs about teachers' knowledge of content and students (Ball, Thames, & Phelps, 2008) about particular mathematical content and its effect on teaching practice. Two teachers participated in the study. Data were collected through classroom observations and an interview. The interview was based on An, Kulm, Wu, Ma, and Wang (2002) and focused mainly on teachers' beliefs about knowledge of students' thinking, approach to planning the mathematics instruction, students' homework, and importance and approach to grading homework. The study indicated both teachers believed the importance of teachers' understanding the way students think about a certain mathematics subject or the difficulties they experience with it. Nevertheless, it is seemed the teachers' beliefs had no effect on their teaching practice. Moreover, they had limited awareness of how to identify students' difficulties.

References

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