

Pedagogical and epistemic beliefs of pre-service secondary mathematics teachers: A pilot study

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As problem solving and reasoning are best suited to constructivist teaching approaches, initial teacher education courses should promote beliefs aligned to these approaches. This pilot study investigated the beliefs of a small cohort of secondary mathematics pre-service teachers (PSTs) and their intended pedagogical practices. Data from an online survey were analysed using descriptive statistics and data from interviews were coded using content analysis to identify consistency between the PSTs' beliefs and their intended pedagogical practices. The PSTs' beliefs could be categorised as constructivist or developing towards constructivist and their pedagogical beliefs were aligned to their intended pedagogical practices.