



Science Communication Form

Research title	In-Service Mathematics Teachers' Beliefs About Teaching, Learning and Nature of Mathematics and Their Mathematics Teaching Practices
Year of Publication	2018
Researcher Name	Nahil M. Aljaberi & Eman Gheith
Faculty	Arts and Sciences

Summary and Conclusions:

The aim of this study is four fold: (a) to investigate the beliefs of elementary (grades 1-3) and middle school (4-6 grades) math teachers about teaching, learning and nature of mathematics; (b) to explore their teaching practices of mathematics; (c) to study the impact of their educational qualifications, years of experience, major on their beliefs toward teaching, learning and nature of mathematics, and; (d) to explore the relationship between their Beliefs about teaching learning and nature of mathematics and their teaching practices. Data were collected using Two questionnaires: The Math Teacher Beliefs Scale and the Mathematics Teaching Practices Scale. The study Sample consisted of 101 teachers who teach in 11 private schools located in Amman, Jordan. The result of this study showed that teachers' beliefs towards teaching and learning mathematics are more inclined towards being Constructive or mixed in between. It was also concluded that the teaching practices lean towards constructivism.

There were no significant differences attributed to years of experience, academic level, major, or at what stage they teach, whether it revolves around their beliefs towards teaching and learning mathematics or towards Teaching practices (from teachers' perspective). The study results revealed a statistically significant correlation Between what the teachers believe and what teaching practices they put into use.

Keywords: mathematics teaching, teachers' beliefs, teachers' practices, constructivism

The benefit of research: Develop the learning process by revealing teachers' beliefs about learning and learning
