

THE TAIWANESE TEACHERS' BELIEFS AND VALUES IN MATHEMATICS EDUCATION

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This article reports the pedagogical values of two Taiwanese teachers, Ms. White and Ms. Wang. They have been teaching mathematics in a junior high school for 16 years. They went back to the university and learned constructivism and constructivist teaching six years ago. However, as time went on, their teaching began to return to traditional teaching. Why did this happen? We suppose that they value something in traditional teaching rather than in constructivist teaching. This study was designed to reveal the teachers' beliefs and values in their teaching. We took the teachers interviews, observed their teaching in class, made discussions with them after class, and encouraged them to change their teaching. The findings show that White and Wang value differently above the surface, but they tend to have a few core or deep beliefs and values in common such as: score-ism in education, specialism in mathematics education, and absolutism in mathematics. Taiwanese teachers' score-ism was reported (Chang, 2000). This article focuses on the latter, Taiwanese teachers' specialism and absolutism.

References

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