

Beliefs, attitudes and emotions in mathematics learning – why should we worry?

Abstract:

The research focus in the lecture is affective issues in mathematics education. Two surveys among pupils (KIM, 1991 and EMIL, 2004), carried out by Telemarksforsking-Notodden, indicate that pupils' negative attitudes to mathematics are increasing from the age of 10-11 till 13-14. Besides, there seems to be a connection between pupils' beliefs of mathematics and their outcomes in mathematics. Pupils seem to lose interest in learning mathematics, and their self-esteem in learning mathematics goes down proportionally with their age. The research results also provide documentation of variables related to gender and mathematics. A question that arises for discussion is how beneficial such investigations are for teachers.