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Danielle M Goodwin* (dgoodwin@vinu.edu), 1002 N. First St., Vincennes, IN 47591. *What Do MD & VA Teachers Believe About Mathematics and What Do They Know About Mathematics History?*

This study reveals what Maryland and Virginia K-12 teachers believe about mathematics, what they know about mathematics history, and the significant correlational relationships between level of mathematics history knowledge and beliefs about mathematics. Maryland and Virginia teachers believe that mathematics is fun, thought-provoking, and intricately connected to the real world. They disagree with statements like "everything important in mathematics is already known" and "mathematics is a disjointed collection of facts, rules, and skills." Teachers with high history scores were more likely to strongly agree that mathematics makes a unique contribution to human knowledge and disagree that mathematics can be separated into different areas with unrelated rules. This large-scale correlational study (N=168) is part of an ongoing national study (with over 2,000 respondents so far) which shows that there is indeed a relationship between teachers' knowledge of mathematics history and their images of mathematics, as claimed by many theorists, and that further research is needed to test a causal relationship. (Received September 10, 2008)