



"Aprender matemáticas es resolver problemas": creencias de estudiantes de bachillerato acerca de las matemáticas [

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text (article)

Analítica

To manage the learning of mathematics, that is, the acquisition and use of resources to create an environment in which mathematics is accessible to students, it is necessary to investigate the aspects that promote it, such as the cognitive, didactic, technological and affective ones, among others. Particularly, from the emotional point of view, this article analyzes four groups of beliefs of high school students: 1) beliefs of self-efficacy in mathematics, 2) beliefs about teaching mathematics, 3) beliefs about mathematics learning, and 4) beliefs about the evaluation in mathematics. The research is qualitative, the beliefs of the students were accessed through a questionnaire, and the data was examined under a thematic analysis. The results show three levels of self-efficacy: low, medium and high, associated with the domain source, to understand the subjects of Mathematics. There was also a tendency to believe that learning Mathematics is problem solving, and regarding the teaching of Mathematics, students' beliefs are associated with the activities that they and the teacher perform in classes. Mathematics assessment beliefs are associated with assigning a grade

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