

ntation of

matics
matics

n and mea-

: Yes
: No
: No answer
: Yes
: No answer

mathematics

: Yes
: No
: Not sure

time allo-
matics cur-

6) Total (%)*
548 (57.3%)
154 (16.1%)
92 (9.6%)
85 (8.9%)
65 (6.8%)

excluded from
about 1.3% of

target Oriented
(Primary 1-3).

Beliefs and Attitudes of Prospective Teachers in Two Israeli Universities

Nava Maslovaty
Bar-Ilan University
Shoshana Sitton
Tel Aviv University

Abstract

The object of this study is to endeavour to understand the patterns of pedagogical and social beliefs and attitudes of teacher education students in two different universities in Israel—one with a religious orientation and the other with a secular orientation. The prospective teachers are currently becoming socialized into the teaching profession, and our aim is to describe and define how they perceive the multi-variate concepts central to teacher training today: pedagogical and social policy, the teacher training curriculum, the desirable lesson and teaching strategy; and the ideal student. An attempt will be made to explain the findings in light of two constructivist approaches: the Piagetian approach and the socio-cultural Vygotskian approach. The study sample consists of 203 teacher education students. It was found that teacher education students accord significance to personal experiences linked with their current and prior learning, and connected to theory.

Theoretical Background

This study presents the patterns of pedagogical and social beliefs and attitudes of teacher education students in two different universities in Israel. Richardson (1996) defines stances and beliefs as 'a subset of a group of constructs that name, define and describe the structure and content of mental states that are thought to drive a person's actions' (102). Teacher training can therefore be viewed as a means of developing student-teachers' thinking about teaching processes based on the belief that these will result in growth and change, without which teacher trainees tend to adopt practices which they retain from their own personal experience as students (Bramald, Hardman & Leat, 1995).