

## ATTITUDES IN MATHEMATICS EDUCATION

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Attitudes towards mathematics has a long history in mathematics education research: the first studies on attitudes date from the middle of the 20<sup>th</sup> century. Over the time, research on attitudes – and, more in general, on affective aspects – developed a wide range of methodologies and perspectives, playing a growing role in the mathematics education research (Di Martino & Zan, 2015).

In this talk, I will retrace part of this history, describing the evolution of the research on affect and the ground for the development of our multidimensional model for the construct of “attitude towards mathematics” (Di Martino & Zan, 2010).

I will also discuss the different fields of application of this theoretical model with particular attention to the following two issues: mathematics teachers’ development and tertiary transition in university mathematics.

### References

- Di Martino, P. & Zan, R. (2010). Me and maths: towards a definition of attitude grounded on students’ narratives. *Journal of Mathematics Teacher Education*, 13(1), p. 27-48.
- Di Martino, P. & Zan, R. (2015). The Construct of Attitude in Mathematics Education. In B. Pepin and B. Roesken (Eds.), *From beliefs to dynamic affect systems in mathematics education - advances in mathematics education* (pp. 51-72), Springer.