

Use and Appreciation of a Type of Mathematics Textbook for Secondary Education

Authors : Verónica Díaz Quezada

Abstract : Despite the wide variety of educational resources on the market and the advances produced in the technological field, the practice of teaching continues to be supported mainly by textbooks. This article reports on descriptive research with qualitative methodology carried out on secondary school mathematics teachers in a region of Chile, in order to describe the use and the indicators of appreciation that teachers have on the textbooks distributed by the official body to public educational establishments. Data were collected through an open response opinion questionnaire. According to the results, among the texts available for the annual performance of their teaching work, the expository and technological books predominate, to the detriment of comprehensive books. The exhibition structure favors master expositions and repetitive exercises, while, with the technological structure, a productive exercise is attempted, proposing numerous applications with the intention of giving meaning to the different mathematical rules and procedures. In relation to the indicators of appreciation that teachers have regarding the use of mathematics textbooks, the suitability and quality of the teaching resources are verified as the most satisfying characteristic.

Keywords : mathematics, secondary school, teachers, textbooks

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