

Using Metaphors to Investigate Pre-service Primary Teachers' Attitudes Towards Mathematics

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The use of metaphor as a reflective writing tool to explore attitudes towards mathematics has been embraced by researchers in recent years. In this study, first-year pre-service primary teachers incorporated inventive concepts and contexts in a personal mathematical metaphor to create strong and meaningful images articulating how they felt about mathematics. The findings reveal the complexity of their attitudes and that despite a perception that these pre-service teachers generally had negative attitude(s) towards mathematics, there existed a preparedness to approach mathematics in a reasonably positive manner.

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