

Bibliography

- Akinsola, M.K. (2008). Relationship of some psychological variables in predicting problem solving ability of in-service mathematics teachers. *The Montana Mathematics Enthusiast*, 5(1), 79–100.
- Altermatt, E.R. and Kim, M.E. (2004). Can anxiety explain sex differences in college entrance exam scores? *Journal of College Admission*, 183, 6–11.
- Altun, M. and Arslan, Ç. (2004). *Learning to solve mathematical non-routine problems*. Paper presented at the 10th International Congress on Mathematical Education, July 4–11, Copenhagen, Denmark. [Online] Available from: <http://www.icme-organisers.dk/tsg18/S33MuratAltun.pdf> [Accessed 26 November 2008]
- Altun, M. and Memnun, D.S. (2008). Mathematics teachers trainees' skills and opinions on solving non-routine mathematical problems. *Journal of Theory and Practice in Education*, 4(2), 213–238.
- Austin, S., Wadlington, E., and Bitner, J. (1992). Effect of beliefs about mathematics on math anxiety and math self-concept in elementary teachers. *Education*, 112(3), 390–396.
- Baloğlu, M. (1999). *A comparison of mathematics anxiety and statistics anxiety in relation to general anxiety* (Eric Document Reproduction Service No. ED436703).
- Baloğlu, M. (2001). Matematik korkusunu yenmek. *Kuram ve Uygulamada Eğitim Bilimleri Dergisi*, 1(1), 59–76.
- Brady, P. and Bowd, A. (2005). Mathematics anxiety, prior experience and confidence to teach mathematics among pre-service education students. *Teachers and Teaching: Theory and Practice*, 11(1), 37–46.

- Bursal, M. and Paznokas, L. (2006). Mathematics Anxiety and Pre-service Elementary Teachers' Confidence to Teach Mathematics and Science. *School Science and Mathematics*, 106(4), 173–180.
- De Corte, E. (2004). Mainstreams and perspectives in research on learning (mathematics) from instruction. *Applied Psychology: An International Review*, 53(2), 279–310.
- Engelhard, G. (1990). Math anxiety, mother's education, and the mathematics performance of adolescent boys and girls: evidence from the United States and Thailand. *The Journal of Psychology*, 124(3), 289–298.
- Fan, L. and Zhu, Y. (2007). Representation of problem-solving procedures: A comparative look at China, Singapore, and US mathematics textbooks. *Educational Studies Mathematics*, 66(1), 61–75.
- Gardner, L. and Leak, G. (1994). Characteristics and correlates of teaching anxiety among college psychology teachers. *Teaching of Psychology*, 21(1), 28–32.
- Godbey, C. (1997). Mathematics anxiety and the underprepared student. (ERIC Document Reproduction Service No. ED 426734).
- Gresham, G. (2007). A study of mathematics anxiety in pre-service teachers. *Early Childhood Education Journal*, 35(2), 181–188.
- Gresham, G. (2008). Mathematics anxiety and mathematics teacher efficacy in elementary pre-service teachers. *Teaching Education*, 19(3), 171–184.
- Halat, E. (2006). Sex-related differences in the acquisition of the van Hiele levels and motivation in learning geometry. *Asia Pacific Education Review*, 7(2), 173–183.
- Halat, E. (2007). Reform-based curriculum & acquisition of the levels. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(1), 41–49.
- Halat, E. (2008). The effects of designing webquests on the motivation of pre-service elementary school teachers. *International Journal of Mathematics Education in Science and Technology*, 39(6), 793–802.
- Halmos, P.R. (1980). The heart of mathematics. *American Mathematical Monthly*, 87(7), 519–524.
- Harper, N.W. and Daane, C.J. (1998). Causes and reduction of math anxiety in pre-service elementary teachers. *Action in Teacher Education*, 19(4), 29–38.
- Hembree, R. (1990). The nature, effect, and relief of mathematics anxiety. *Journal for Research in Mathematics Education*, 21(1), 33–46.
- Higgins, K.M. (1997). The effect of year-long instruction in mathematical problem solving on middle-school students' attitudes, beliefs, and abilities. *Journal of Experimental Education*, 66(1), 5–28.
- Hohn, B.L. and Frey, B. (2002). Heuristic training and performance in elementary

- mathematical problem solving. *The Journal of Educational Research*, 95(6), 374–380.
- Iossi, L. (2007). *Strategies for reducing math anxiety in post-secondary students*. In S.M. Nielsen & M.S. Plakhotnik (Eds.), *Proceedings of the Sixth Annual College of Education Research Conference: Urban and International Education Section* (pp. 30–35). Miami, USA: Florida International University. [Online] Available from: http://coeweb.fiu.edu/research_conference/2007_SUIE_Proceedings_files/Iossi.%20FINAL.pdf [Accessed 26 November 2008].
- Levine, G. (1993). *Prior mathematics history, anticipated mathematics teaching style, and anxiety for teaching mathematics among pre-service elementary school teachers*. Paper presented at the Annual Meeting of the International Group for Psychology of Mathematics Education, North American Chapter. (ERIC Document Reproduction Service No. ED373972).
- Levine, G. (1996). *Variability in anxiety for teaching mathematics among pre-service elementary school teachers enrolled in a mathematics course*. Paper presented at the Annual Meeting of the American Educational Research Association in New York. (ERIC Document Reproduction Service No. ED398067).
- Liu, F. (2008). Impact of online discussion on elementary teacher candidates' anxiety towards teaching mathematics. *Education*, 128(4), 614–629.
- Maccini, P. and Hughes, C.A. (2000). Effects of a problem-solving strategy on the introductory algebra performance of secondary students with learning disabilities. *Learning Disabilities Research & Practice*, 15(1), 10–21.
- Malinsky, M., Ross, A., Pannells, T., and McJunkin, M. (2006). Math Anxiety in pre-service elementary school teachers. *Education*, 127(2), 274–279.
- Mauch, E. and Shi, Y. (2004). One approach to explore a range of problem solving strategies in the classroom. *International Journal of Mathematical Education in Science and Technology*, 35(6), 912–917.
- McMillan, J.H. and Schumacher, S. (2001). *Research in Education: A Conceptual Introduction*. (5th ed.). New York: Addison Wesley Longman, Inc.
- Milli Eğitim Bakanlığı (MEB). (2004). İlköğretim okulu matematik dersi (1–5. sınıflar) öğretim programı. Ankara: MEB-Talim Terbiye Kurulu Başkanlığı Yay.
- Owen, R.L. and Fuchs, L.S. (2002). Mathematical problem-solving strategy instruction for third-grade students with learning disabilities. *Remedial and Special Education*, 23(5), 268–278.
- Peker, M. (2005). The relationship between learning styles and mathematics achievement students' acquiring primary mathematics teacher education. *Eurasian Journal of Educational Research*, 21, 200–210.

- Peker, M. (2006). Matematik öğretmeye yönelik kaygı ölçeğinin geliştirilmesi. *Eğitim Bilimleri ve Uygulama*, 9, 73–92.
- Peker, M. (2008). *Eğitim programları ve öğretmen adaylarının matematik öğretme kaygısı*. VIII. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi'nde sunulmuş bildiri, 27–29 Ağustos, Bolu, Türkiye.
- Peker, M. (2009). Pre-service teachers' teaching anxiety about mathematics and their learning styles. *Eurasia Journal of Mathematics and Science Teaching Education* (In press).
- Peker, M. and E. Halat, 2008. *The pre-service teachers' mathematics teaching anxiety and gender*. Paper presented the European Conference on Educational Research, September, 10–12. [Online] Available from: http://www.eera-ecer.eu/publication-database/conference/2008/contribution/the_pre_service_teachers_mathematics_teaching_anxiety_and_gender/ [Accessed 26 November 2008].
- Polya, G. (1957). *How to solve it? A new aspect of mathematical method* (2nd ed.). Princeton, NJ: Princeton University Press.
- Quinn, D.M. and Spencer, S.J. (2001). The interference of stereotype threat with women's generation of mathematical problem-solving strategies. *Journal of Social Issues*, 57(1), 55–71.
- Sloan, T., Daane, C.J. , and Giesen, J. (2002). Mathematics anxiety and learning styles: What is the relationship in elementary pre-service teachers? *School Science and Mathematics*, 102(2), 84–87.
- Szetela, W. and Nicol, C. (1992). Evaluating problem solving in mathematics. *Educational Leadership*, 49(8), 42–45.
- Tooke, D.J. and Lindstrom, L.C. (1998). Effectiveness of a mathematics methods course in reducing math anxiety of pre-service elementary teachers. *School Science and Mathematics*, 98(3), 136–139.
- Trujillo, K.M. and Hadfield, O.D. (1999). Tracing the roots of mathematics anxiety through in-depth interviews with pre-service elementary teachers. *College Student Journal*, 33(2), 219–232.
- Uusimaki, L. and Nason, R. (2004). *Causes underlying pre-service teachers' negative beliefs and anxieties about mathematics*. Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education, 4, 369–376. (ERIC Document Reproduction Service No. ED489664).
- Verschaffel, L., De Corte, E., Lasure, S., Van Vaerenberg, G., Bogaerts, H., and Ratnckx, E. (1999). Learning to solve mathematical application problems: A design experiment with fifth graders. *Mathematical Thinking and Learning*, 1(3), 195–229.

- Vinson, B.M. (2001). A comparison of pre-service teachers' mathematics anxiety before and after a methods class emphasizing manipulatives. *Early Childhood Education Journal*, 29(2), 89–94.
- Willoughby, S.S. (1985). Trends: Mathematics / How to teach mathematical problem solving. *Educational Leadership*, 42(7), 90–91.
- Wheatley, G.H. (1984). Problem solving makes math scores soar. *Educational Leadership*, 41(4), 52–53.
- Wiersma, W. (2000). *Research methods in education: An introduction*. (7th ed.). Boston: Allyn and Bacon.