

## ESM 2: Initial open-ended questionnaire (Pre-Q)

The purpose of this questionnaire is to have an opportunity to discover a bit about your mathematics teaching background and views on mathematics education. There is not a best single response to the items. I hope you will feel comfortable writing me what you think because I am interested in knowing about your views on the relevant issues before starting our study group.

### *Personal data*

- Level of experience:
- Gender:
- Highest academic credential in mathematics:
- Grade levels taught:

### *Views about mathematics education*

- What kind of professional knowledge should a teacher of mathematics have?
- How important is it for teachers to have this knowledge?
- How do teachers continue to enhance their professional knowledge?
- How do teachers know about their students' strategies and understanding of a particular mathematical content?
- In what way is it important for teachers to know their students' approach and understanding of a particular mathematical content?
- There might be different reasons that teachers choose to participate in professional development events. Why did you decide to participate in this study group? For instance, what are your hopes/concerns for the study group?
- From your point of view, what are the goals of mathematics education for students?
- Please complete the sentence:  
To me, mathematics is ...

*Note:* Items are adapted from An (2000) and Sam and Ernest (2000).

## References

- An, S. (2000). *A comparative study of mathematics programs in the U.S. and China: The pedagogical content knowledge of middle school mathematics teachers in the U.S. and China*. Unpublished doctoral dissertation. Texas A&M University.
- Sam, L. C., & Ernest, P. (2000). A survey of public images of mathematics. *Research in Mathematics Education*, 2(1), 193-206. <https://doi.org/10.1080/14794800008520076>