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Abstract

The agricultural and industrial activities in palestine in the tenth century / the fourth of hegira Through the classifiers of El-Maqdesi

This research aimed to investigate the effect of differentiated instruction on instructional decision and beliefs about teaching and learning of mathematics in light of cognitive learning theories among mathematics student-teachers at Al-Aqsa University in Gaza. The researcher used experimental method. The sample consisted of (76) female students: experimental group (42), and controlled group (34). The researcher implemented both pre-and post-instructional decision and beliefs measures on both groups. The results showed that there was no significant effect of the differentiated instruction on instructional decision, and beliefs on teaching and learning mathematics among the subjects.

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