

**The Critical Thinking Dispositions of Prospective
Mathematics Teachers at a South African University:
New Directions for Teacher Training**

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ABSTRACT The researchers report on findings obtained by means of a sequential, explanatory, mixed-method study with a convenient and purposefully selected group of second-year Mathematics students at a South African university (n = 29). Using a self-developed questionnaire, the researchers profiled how important students perceive critical thinking dispositions to be in Mathematics. Further, narratives focused on understanding the factors that may influence these perceptions. The findings revealed that dimensions of inquisitiveness, judiciousness, open-mindedness, *Systematicity*, truth seeking, analyticity and confidence appear to require encouragement. In particular, the factors that influenced the perceptions of the students centred on classroom-related issues.