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**Feedback on feedback on one mathematics enhancement course.**

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 32, No. 3. Proceedings of the day conference, University of Cambridge, UK, June 17, 2012. London: British Society for Research into Learning Mathematics (BSRLM). 173-178 (2012).

Summary: This paper reports on changes in students' perceptions of assessment during a Mathematics Subject Knowledge Enhancement Course (MEC). Students' views were gathered pre- and post-MEC via an open-question questionnaire with semi-structured interviews for some. Pre- and post- MEC understanding of mathematics features highly in the students' sense of progress, but few had experienced feedback prior to the MEC. Post-MEC feedback is viewed as the most useful aspect aiding their sense of progress.

*Classification:* B50 D69

*Keywords:* teacher education; subject content knowledge; understanding; mathematics subject knowledge enhancement course; educational research; questioning; interviews; educational diagnosis; analysis of learning outcomes; summative assessment; formative assessment; feedback; understanding

<http://www.bsrlm.org.uk/IPs/ip32-3/BSRLM-IP-32-3-30.pdf>