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**Developing mathematical knowledge for teaching (MKT) for pre-service teachers: a study of students' developing thinking in relation to the teaching of mathematics.**

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 1. Proceedings of the day conference, St. Patrick's College, Dublin, Ireland, February 28, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 54-59 (2015).

Summary: The concept of Mathematical Knowledge for Teaching (MKT) was introduced by *D. L. Ball* et al. ["Content knowledge for teaching: what makes it special?", *J. Teach. Educ.* 59, No. 5, 389–407 (2008)], building on Shulman's notion of Pedagogical Content Knowledge. MKT is 'the mathematical knowledge needed to carry out the work of teaching mathematics'. In this project, a team of researchers at two Irish universities studied the development of MKT in two groups of pre-service teachers. The project aimed to help students develop their own MKT, and to develop a richer conception of the role of mathematics content knowledge in teaching, through a series of workshops designed and delivered by the authors. The students' awareness and level of MKT was investigated using pre-and post-intervention questionnaires. We describe the intervention and present the findings from the analysis of the data collected. In particular, we describe how the group's view of the mathematical work of a teacher changed over the course of the project.

*Classification:* D39

*Keywords:* preservice teacher education; mathematical knowledge for teaching; pedagogical content knowledge; subject content knowledge; educational research; assessment; teacher characteristics; teacher role; secondary teachers

<http://www.bsrlm.org.uk/IPs/ip35-1/BSRLM-IP-35-1-10.pdf>