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**The importance of subject knowledge for mathematics teaching: an analysis of feedback from subject knowledge enhancement courses.**

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 3. Proceedings of the day conference, University of Reading, UK, November 7, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 37-42 (2016).

Summary: Over the last ten years, Subject Knowledge Enhancement (SKE) programmes have become an established part of the Initial Teacher Education (ITE) landscape in England, providing the opportunity for those who do not have sufficient degree level mathematics for direct entry to Post Graduate ITE programmes the opportunity to develop their mathematics knowledge prior to undertaking teacher preparation. More recently, SKE programmes have become more diverse in terms of mode of delivery with a growth in popularity of on-line provision. This session will present an analysis of feedback and evaluations from students on face-to-face mathematics SKE programmes at several institutions through consideration of *D. L. Ball, M. Thames* and *G. Phelps'* domains of mathematical knowledge for teaching [“Content knowledge for teaching: what makes it special”, *J. Teach. Educ.* 59, No. 5, 389–407 (2008)]. Evaluations are also considered in terms of the outcomes and benefits, in terms of both subject knowledge and other outcomes, of these programmes.

*Classification:* D39

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<http://www.bsrlm.org.uk/IPs/ip35-3/BSRLM-IP-35-3-07.pdf>