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Wider school effects of introducing a higher level mathematics course with flexible support: initial findings from case studies.

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). 49-54 (2016).

Summary: In England entrance to mathematics-intensive courses at high status universities now usually requires achievement of a 'Further Mathematics' (FM) qualification as well as Mathematics A-level. Introduction in the small proportion of schools/colleges where teaching for FM is not routinely available is supported by the Further Mathematics Support Programme (FMSP). This study identified four case-study schools which had recently introduced FM with the support of FMSP, and asked what the wider effects of its introduction were. Semi-structured interviews and lesson observations were used to explore teachers' accounts. Common themes were 'master discourses' of introduction, effects on individual teachers and departments, and development of pedagogy. Additionally, we identified differential impacts of department leadership and of the department as a professional community.

Classification: D30 B20

Keywords: further mathematics courses; educational research; case studies; interviews; classroom observations; teacher accounts; teacher attitudes; master discourses; teacher identity; development of pedagogy; influence of department leadership and community; educational policy; evaluation
<http://www.bsrlm.org.uk/IPs/ip35-3/BSRLM-IP-35-3-09.pdf>