

Identifying categories of Pre-service Teachers' Mathematical Content Knowledge

Sharyn Livy
Monash University
<sharyn.livy@monash.edu>

An important issue related to the current discussion about teachers' knowledge and qualifications is to improve and enhance their preparation of numeracy skills. Further studies, including longitudinal studies designed to identify mathematical content knowledge (MCK) pre-service teachers' gain during teacher education are important for course design and developing effective primary numeracy teachers. This paper reports on one pre-service teacher's development of MCK but was informed by an historical overview of theoretical frameworks and the findings of a four-year longitudinal study of 17 pre-service teachers' MCK. The results identified how and when different categories of MCK were developed and can be used to improve future course design.