

Using metaphors to evaluate pre-service teachers' attitude change over first year mathematics unit

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This study builds on Brady and Winn's (2014) use of metaphors to understand pre-service teachers' attitudes towards mathematics. 32 pre-service teachers (PSTs) across early-childhood, primary and secondary initial teacher education (ITE) courses completed metaphors on their attitudes towards mathematics in Week 1 of a compulsory mathematics content unit. They reflected on these metaphors in the final week of the unit. Many PSTs demonstrate a negative emotional disposition towards mathematics (Harper & Daane, 1998), and this was reflected in students' initial metaphor. Upon reflection, while PSTs' metaphors did not change dramatically, many commented on an increase in confidence towards mathematics. The study emphasises the value of a mathematics content unit for PSTs.

References

- Brady, K., & Winn, T. (2014). Using metaphors to investigate pre-service primary teachers' attitudes towards mathematics. *Double Helix*, 2.
- Harper, N. W., & Daane, C. J. (1998). Causes and reduction of math anxiety in preservice elementary teachers. *Action in Teacher Education*, 19(4), 29-38.