

Promoting the Development of Foundation Content Knowledge in *all* Primary Pre-service Teachers

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A feature of Linsell and Anakin's (2013) concept of foundation content knowledge is that all pre-service teachers should have a growth oriented disposition and extend their knowledge, whether or not it is initially strong. This study reports on the use in mathematics pedagogy classes of introductory problems designed to encourage all first year primary pre-service teachers to become aware of the features of foundation content knowledge and to extend their own knowledge. Eighty-one percent of those pre-service teachers whose foundation content knowledge was not initially strong considered the introductory problems helpful, compared to 61% of those whose knowledge was strong.

References

- Linsell, C., & Anakin, M. (2013). Foundation content knowledge: What do pre-service teachers need to know? In V. Steinle, L. Ball, & C. Bordini (Eds.), *Yesterday, Today and Tomorrow* (Proceedings of the 36th Mathematics annual conference of the Mathematics Education Research Group of Australasia, Melbourne, pp. 442-449). Adelaide: MERGA.