

**TITLE: The role of New Technologies in Pre -service Teacher Education: A focus on Developing Subject and Professional Knowledge in Primary Teacher Training**

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**Abstract**

New technologies are transforming methods of teaching and learning in all spheres of education. In distance learning in particular, e-conferencing is playing a major role in supporting teacher trainee learning and providing new methodologies for developing subject and professional knowledge. These developments are most ably demonstrated through the Open University Postgraduate Certificate in Education where primary trainee teachers used FirstClass conferencing to help develop their subject knowledge in English and mathematics. In this paper we explore the link between subject degree, degree classification and mathematics subject knowledge, as assessed through diagnostic auditing.

Our research is based on an analysis of the diagnostic assessment of a cohort of 194 primary student teachers in the context of the primary mathematics subject knowledge required on initial teacher training (ITT) courses for qualified teacher status in the UK.

Data is drawn from a statistical analysis of student scripts designed to assess aspects of mathematics subject knowledge. From case study material of students who each represent a category of support, high, medium, and low and from school visits and recorded observations of students on teaching practice placement. Research evidence from previous papers and studies on the programme is also drawn upon.

Outcomes from our research appear to question the emphasis often placed on recruitment of entrants with 2i and classified degrees. The research also demonstrates the role that new technologies can play in supporting student teachers and teachers in the development of their subject and professional knowledge.