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Li, Yeping

Learning about and improving teacher preparation for teaching mathematics from an international perspective.

Blömeke, Sigrid (ed.) et al., International perspectives on teacher knowledge, beliefs and opportunities to learn. TEDS-M results. Dordrecht: Springer (ISBN 978-94-007-6436-1/hbk; 978-94-007-6437-8/ebook). Advances in Mathematics Education, 49-57 (2014).

Summary: This chapter highlights what readers can expect to learn from reading this book, which goes beyond a direct reporting of the TEDS-M results. Four important contributions are summarized first, including the significance of learning from the first-ever large-scale international study on teacher preparation programs and teacher learning outcomes, as well as theoretical contributions and policy implications made possible by contributors of this volume. Three aspects are then discussed as possible extensions of the study to help us move further forward in learning from and improving the preparation and professional development of teachers from an international perspective.

Classification: D20 B50 C39 C29

Keywords: international study; mathematics teachers; teacher beliefs; teacher knowledge; teacher preparation

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