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**Practising mathematics teacher education: Expanding the realm of possibilities.**

Even, Ruhama (ed.) et al., The professional education and development of teachers of mathematics. The 15th ICMI Study. New York, NY: Springer (ISBN 978-0-387-09600-1/hbk; 978-0-387-09601-8/ebook). New ICMI Study Series 11, 35-55 (2009).

Summary: This chapter presents a well-organized set of stimulating examples from the practice of teacher education in various countries and (teacher) education systems. This diversity has two aims: to offer interesting and often non-standard examples of “best practices”, as well as to start discussion about their role in mathematics teacher training. Examples are grouped in four domains: activation of understanding school mathematics, improvement of communication of mathematics ideas, use of information and communication technology in mathematics teacher training, and study of classroom practice. The examples have the form of commented original texts from the contributions to the study conference.

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