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Predictors of future mathematics teachers' readiness to teach: a comparison of Taiwan, Germany, and the United States.

Nicol, Cynthia (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education "Mathematics education at the edge", PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 5. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-365-4/v.5). 345-352 (2014).

Summary: This study uses data from TEDS-M to explore and compare possible individual-based and institutional-based predictors of future secondary mathematics teachers' readiness to teach in Taiwan, Germany, and the United States. Across the three countries, future teachers' intrinsic motivation to become teachers and the consistency of courses arrangement in the institutions where they studied were significant predictors of teaching readiness. Future teachers' highest grade level of mathematics studied at secondary school was a predictor of teaching readiness only in Taiwan, whereas the motivation derived from the empathy of prior learning experience was a predictor of teaching readiness in Germany and the United States, but not in Taiwan.

Classification: C29 D39

Keywords: teaching readiness; individual-based predictors; institutional-based predictors; motivation; pre-service teachers