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M.T. Tatto, M.C. Rodriguez, W.M. Smith, M.D. Reckase, K. Bankov (Eds.)

Exploring the Mathematical Education of Teachers Using TEDS-M Data

- Contains further exploration of the TEDS-M study data at a time when teacher education in STEM areas is gaining importance worldwide
- Provides examples on how to use the publicly available TEDS-M database to further explore enduring questions in teacher knowledge
- Makes available a common terminology, sampling methods, instruments and analyses for future rigorous national and cross-national research in teacher education
- Foreword by Jeremy Kilpatrick

This book uses the publicly available TEDS-M data to answer such questions as: How does teacher education contribute to the learning outcomes of future teachers? Are there programs that are more successful than others in helping teachers learn to teach mathematics? How does the local and national policy environment contribute to teacher education outcomes? It invites readers to explore these questions across a large number of international settings. The importance of preparing future mathematics teachers has become a priority across many nations. Across the globe nations have allocated resources and expertise to this endeavour. Yet in spite of the importance accorded to teacher education not much is known about different approaches to preparing knowledgeable teachers and whether these approaches do in fact achieve their purpose. The Mathematics Teacher Education and Development Study (TEDS-M) is the first, and to date the only, cross-national study using scientific and representative samples to provide empirical data on the knowledge that future mathematics teachers of primary and secondary school acquire in their teacher education programs. The study addresses the central importance of teacher knowledge in learning to teach mathematics by examining variation in the nature and influence of teacher education programs within and across countries.

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