CALL FOR PROPOSALS

TSG 4: The Essence of Mathematics Teacher Education

Chair:
Takeshi Miyakawa, Waseda University, Japan, tmiyakawa@waseda.jp

Co-Chair:
Maitree Inprasitha, Khon Kaen University, Thailand, imaitr@outlook.com
Qiaoping Zhang, The Education University of Hong Kong, Hong Kong, zqiaoping@eduhk.hk

Coordinator:
Soo Jin Lee, Korea National University of Education, Korea, sjlee@knue.ac.kr

Overview

Topic Study Group 4 (TSG 4) focuses on exploring critical issues related to *The Essence of Mathematics Teacher Education*. Over the past decades, mathematics teacher education has emerged as a key area within mathematics education research, gaining international attention. Its complexities and diversity are gradually becoming more evident, highlighting the need for continued investigation.

Our theme encompasses all aspects of the preparation and professional development of mathematics teachers across various educational levels (early childhood, primary, secondary, tertiary, etc.). This includes examining the forms and contexts of teacher education, the professional knowledge and practices necessary for mathematics teaching, and the experiences of both in-service and preservice mathematics teachers, as well as teacher educators.

The goal of TSG 4 is to foster the exchange of ideas and insights among scholars, practitioners, and researchers. By showcasing and analyzing research conducted in diverse contexts, we aim to advance our collective understanding of mathematics teacher education.

We invite contributions that address a wide range of issues related to mathematics teacher education. Submissions can explore topics from different theoretical and methodological perspectives and are not limited to the areas listed below. Contributions from diverse cultural and national backgrounds are particularly encouraged, as they provide valuable insights into the global practice and study of mathematics teacher education.

Themes and Topics

1. **Forms and Contexts of Teacher Education**
    - Preservice teacher education, in-service teacher education, school-based professional development, collaborative projects, Lesson Study, Professional Learning Community, etc.
    - Curriculum and program design.

2. **Professional Knowledge and Practices in/for Teaching**
    - Mathematical knowledge, pedagogical knowledge, and pedagogical content knowledge.
    - Conceptualization of knowledge and practices.
    - Processes of learning or acquiring professional knowledge and practices.
3. **Actors in Teacher Education**
    - In-service teachers, preservice teachers, teacher educators, mathematicians, professional development facilitators, inspectors, policymakers, researchers, etc.
    - Beliefs, attitudes, and identities of actors.
    - Collaboration among various actors in teacher education.
4. **Resources and Tools in Teacher Education**
    - Official and unofficial documents.
    - Online/digital resources, tools, and platforms for teacher education.
    - Development and design of educational resources and tools.
5. **Theoretical and Methodological Perspectives in Teacher Education Research**
    - Theoretical frameworks for studying teacher education.
    - Methodologies for researching teacher education.

Submission Guidelines

- Length of Proposal: Proposals should be no more than 4 pages.
- Language: Proposals must be written in English.
- Format: Proposals should use the template for EARCOME 9. (https://www.earcome9.org/abstract/01.html?sMenu=01)

Timeline

- Full Paper Submission: By February 1, 2025
- Notification of Acceptance and Feedback to Authors: By March 31, 2025
- Revision Submission: By April 30, 2025

We look forward to receiving your proposals and collaborating to broaden the discourse on mathematics teacher education. For further information or inquiries, please do not hesitate to contact the team members listed above.