

# International Handbook of Mathematics Teacher Education: Volume 1

## Knowledge, Beliefs, and Identity in Mathematics Teaching and Teaching Development (Second Edition)

Despina Potari and Olive Chapman (Eds.)

This second edition of the *International Handbook of Mathematics Teacher Education* builds on and extends the topics/ideas in the first edition while maintaining the themes for each of the volumes. Collectively, the authors looked back beyond and within the last 10 years to establish the state-of-the-art and continuing and new trends in mathematics teacher and mathematics teacher educator education, and looked forward regarding possible avenues for teachers, teacher educators, researchers, and policy makers to consider to enhance and/or further investigate mathematics teacher and teacher educator learning and practice, in particular. The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters, which offer meaningful lenses to see important connections within and across chapters. Readers can also use these subthemes to make connections across the four volumes, which, although presented separately, include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers.

Volume 1, *Knowledge, Beliefs, and Identity in Mathematics Teaching and Teaching Development*, edited by Despina Potari and Olive Chapman, examines teacher knowledge, beliefs, identity, practice and relationships among them. These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally. Thus, as the first volume in the series, it appropriately addresses central topics/issues that provide an excellent beginning to engage in the field of mathematics education through the handbook.

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