

Abstract Submitted
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Evidence-based instruction in physics teacher education¹ DAVID E. MELTZER, Arizona State University — There has been relatively little published research examining evidence on the effectiveness of physics teacher education programs in the United States. One reason for this is that such research is neither strongly encouraged nor substantially supported by U.S. funding agencies. Outside the U.S., physics teacher education programs tend to be more thoroughly integrated into the normal academic practices of disciplinary departments, and so publication of such research results is more common. [See D. E. Meltzer, “Research on the education of physics teachers,” in *Teacher Education in Physics: Research, Curriculum, and Practice*, edited by D. E. Meltzer and P. S. Shaffer (American Physical Society, College Park, MD, 2011), pp. 3-14.] I will review some of the highlights of research on physics teacher education, both inside and outside the U.S.

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