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Collaboration in groups during teacher education

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Collaboration is increasingly common among teachers in schools. As such, teacher education should prepare prospective teachers to effectively interact with other teachers in different types of communities or groups. This dissertation sheds light on the way student teachers are prepared to collaborate while taking part in different types of groups (mentor group, subject matter group, reflection group and research group) in teacher education. The findings and recommendations provide guidance about how to improve prospective teachers' collaborative abilities.

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