

knowledge in other teacher education courses. They, therefore, were able to combine real life experiences, modern digital technology, and DIY learning exercises to design the learning environment and fulfilled the awareness of implementing the curriculum environmental concept.

- (2) The study showed that “peer discussion,” “teacher’s guidance,” “reflection of hand-on experience,” and “teacher assistant feedbacks” are important elements to facilitate teacher education students’ mathematics curriculum understanding. It also confirmed the importance of “reflection in implementations” for fostering teachers’ professional knowledge.

## 2. Suggestions

- (1) The researcher proposes that research time needs to be longer for the further studies. It may give the teacher education students more opportunities for hands-on experience and dialogue, and therefore have a better understanding of the mathematics curriculum.
- (2) This study only examined the performances of the teacher education students from the perspective of “curriculum understanding,” which cannot be interpreted as the whole picture of their professional development. It is suggested that future studies need to observe from other perspectives to obtain a panorama of the curriculum transformation.

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