

Conclusions

In the secondary analysis of the data collected in the AHELO GS feasibility study, we gained a deeper insight into the quality of the initial teacher education, and broadened the knowledge in this field, which still requires lots of research. To improve students' performance in CT, educational institutions must improve the initial teacher education – integrate CT skills into all aspects of future teachers' training and train them to be models of effective thinking strategies. A clear scope for further research is evident, it is still necessary to examine the extent to which CT is embedded in various subject areas of current teacher education courses (employing analysis of assignment topics, marking guides, subject outlines, learning materials, etc.).

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