

1125-VW-1531      **Emelie A Kenney\*** (kenney@siena.edu). *Mathematics Education Research Abroad: Observations from ICME-13.*

Learning mathematics at the college level assumes students possess a modicum of preparation before they arrive on campus, and were the beneficiaries of well-schooled, sophisticated educators who sought to implement best practices. Nevertheless, in many colleges, we find that student preparation is not optimal. Further, despite the emphasis in the United States on standardized testing, the U.S. still does not appear at the top of any worldwide lists for excellence in mathematics scores. In the most recent Programme for International Student Assessment (PISA) study, the United States is listed in 36th place among 65 participating entities and 27th among 34 Organisation for Economic Cooperation and Development (OECD) countries. What are other nations doing differently? Does culture play a role in the outstanding performance of Asian students? How is the European didactic tradition helping students of European nations learn mathematics? Here, I report on some results of comparative country studies presented at the 13th International Congress on Mathematical Education (ICME-13), and describe what aspects of international mathematical education research can be transported to the United States for the benefit of collegiate mathematics students and prospective teachers of mathematics. (Received September 17, 2016)