



Series on Mathematics Education Vol. **1**

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HOW CHINESE LEARN MATHEMATICS

Perspectives from Insiders

How Chinese Learn Mathematics Perspectives From Insiders Mathematics Education

S. Gopinathan



How Chinese Learn Mathematics Perspectives From Insiders Mathematics Education:

How Chinese Learn Mathematics Lianghuo Fan, 2004 The book has been written by an international group of very active researchers and scholars who have a passion for the study of Chinese mathematics education. It aims to provide readers with a comprehensive and updated picture of the teaching and learning of mathematics involving Chinese students from various perspectives including the ways in which Chinese students learn mathematics in classrooms, schools and homes; the influence of the cultural and social environment on Chinese students' mathematics learning; and the strengths and weaknesses of the ways in which Chinese learn mathematics.

How Chinese Teach Mathematics Lianghuo Fan, Ngai-Ying Wong, Jinfa Cai, 2015-03-13 This unique book represents another concerted research effort concerning Chinese mathematics education with contributions from the world's leading scholars and most active researchers. The book presents the latest original research work with a particular focus on the teaching side of Chinese mathematics education to a wide international audience. There are mainly three sections in the book. The first section introduces readers to a historical and contemporary perspective respectively on traditional mathematical teaching in ancient China and on how modern Chinese mathematics teachers teach and pursue their pre-service training and in-service professional development. The second section presents studies investigating a wide range of issues at both the macro and micro levels on how Chinese mathematics teachers teach mathematics. The third section focuses on Chinese mathematics teachers investigating issues about their knowledge, belief, teacher training and professional development. Like its predecessor *How Chinese Learn Mathematics Perspectives from Insiders*, this book is a must for educational researchers, practitioners and policy makers who are interested in knowing more about mathematics teaching, teachers' teacher education and professional development concerning Chinese teachers and learners.

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How Chinese Teach Mathematics: Perspectives From Insiders Lianghuo Fan, Ngai-ying Wong, Jinfa Cai, Shiqi Li, 2015-03-13 This unique book represents another concerted research effort concerning Chinese mathematics education with contributions from the world's leading scholars and most active researchers. The book presents the latest original research work with a particular focus on the teaching side of Chinese mathematics education to a wide international audience. There are mainly three sections in the book. The first section introduces readers to a historical and contemporary perspective respectively on traditional mathematical teaching in ancient China and on how modern Chinese mathematics teachers teach and pursue their pre-service training and in-service professional development. The second section presents studies investigating a wide range of issues at both the macro and micro levels on how Chinese mathematics teachers teach mathematics. The third section focuses on Chinese mathematics teachers investigating issues about their knowledge, belief, teacher training and professional development. Like its predecessor *How Chinese Learn Mathematics: Perspectives from Insiders*, this book is a must for educational researchers, practitioners and policy makers who are interested in knowing more about mathematics teaching, teachers' teacher education and professional development concerning Chinese teachers and learners.

How Chinese Teach Mathematics and Improve Teaching Yeping Li, Rongjin Huang, 2013 *How Chinese Teach Mathematics and Improve Teaching* builds upon existing studies to examine mathematics classroom instruction in China. It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction. Viewing classroom instruction as part of teachers' instructional practices, this book goes beyond teachers in classroom instructional practice by also examining Chinese teachers' approaches and practices in developing and improving teaching. Through this unique approach, *How Chinese Teach Mathematics and Improve Teaching* expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction.

The First Sourcebook on Asian Research in Mathematics Education - 2 Volumes Bharath Sriraman, Jinfa Cai, Kyeonghwa Lee, Lianghuo Fan, Yoshinori Shimizu, Chap Sam Lim, K. Subramaniam, 2015-08-01 Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet the mainstream

discourse in international handbooks does not lend voice to developments in cognition curriculum teacher development assessment policy and implementation of mathematics and science in many countries Paradoxically in spite of advances in information technology and the flat earth syndrome old distinctions and biases between different groups of researcher s persist In addition limited accessibility to conferences and journals also contribute to this problem The International Sourcebooks in Mathematics and Science Education focus on under represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education The First Sourcebook on Asian Research in Mathematics Education China Korea Singapore Japan Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe North America and other countries in addition to serving as a platform to showcase existing research that has shaped teacher education curricula and policy in these Asian countries The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside Asia and complement the Nordic and NCTM perspectives

A Mirror for Americans Cornelius N. Grove,2020-09-15 What is the explanation for American students comparatively mediocre academic performance A Mirror for Americans finds part of it in how they are taught in primary schools Comparisons with East Asian teaching are supplied by 50 years of research findings Grove asks not that we copy East Asian teaching approaches but that we use them as a mirror to gain insights into typically American approaches and their underlying values which are handicapping our children s learning

Handbook on the History of Mathematics Education Alexander Karp,Gert Schubring,2014-01-25 This is the first comprehensive International Handbook on the History of Mathematics Education covering a wide spectrum of epochs and civilizations countries and cultures Until now much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars not least because it has been written in the language and for readers of an individual country And yet a historical overview however brief has become an indispensable element of nearly every dissertation and scholarly article This handbook provides for the first time a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education not only in their own countries but globally as well Although written primarily for mathematics educators this handbook will also be of interest to researchers of the history of education in general as well as specialists in cultural and even social history

The Proceedings of the 12th International Congress on Mathematical Education Sung Je Cho,2015-02-10 This book comprises the Proceedings of the 12th International Congress on Mathematical Education ICME 12 which was held at COEX in Seoul Korea from July 8th to 15th

2012 ICME 12 brought together 3500 experts from 92 countries working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice. This work aims to serve as a platform for deeper, more sensitive and more collaborative involvement of all major contributors towards educational improvement and in research on the nature of teaching and learning in mathematics education. It introduces the major activities of ICME 12 which have successfully contributed to the sustainable development of mathematics education across the world. The program provides food for thought and inspiration for practice for everyone with an interest in mathematics education and makes an essential reference for teacher educators, curriculum developers and researchers in mathematics education. The work includes the texts of the four plenary lectures and three plenary panels and reports of three survey groups, five National presentations, the abstracts of fifty-one Regular lectures, reports of thirty-seven Topic Study Groups and seventeen Discussion Groups.

Algebra Teaching around the World Frederick K.S. Leung, Kyungmee Park, Derek Holton, David Clarke, 2014-10-13 Utilizing the LPS dataset, *Algebra Teaching around the World* documents eighth grade algebra teaching across a variety of countries that differ geographically and culturally. Different issues in algebra teaching are reported and different theories are used to characterize algebra lessons or to compare algebra teaching in different countries. Many commonalities in algebra teaching around the world are identified but there are also striking and deep rooted differences. The different ways algebra was taught in different countries point to how algebra teaching may be embedded in the culture and the general traditions of mathematics education of the countries concerned. In particular, a comparison is made between algebra lessons in the Confucian Heritage Culture (CHC) countries and Western countries. It seems that a common emphasis of algebra teaching in CHC countries is the linkage or coherence of mathematics concepts both within an algebraic topic and between topics. On the other hand, contemporary algebra teaching in many Western school systems places increasing emphasis on the use of algebra in mathematical modeling in real world contexts and in the instructional use of metaphors where meaning construction is assisted by invoking contexts outside the domain of algebraic manipulation with the intention of helping students to form connections between algebra and other aspects of their experience. *Algebra Teaching around the World* should be of value to researchers with a focus on algebra pedagogy or international comparisons of education. Because of the pedagogical variations noted here, there is a great deal of material that will be of interest to both teachers and teacher educators.

MasterClass in Mathematics Education Paul Andrews, Tim Rowland, 2013-11-21 *MasterClass in Mathematics Education* provides accessible links between theory and practice and encourages readers to reflect on their own understanding of their teaching context. Each chapter, written by an internationally respected authority, explores the key concepts within the selected area of the field, drawing directly on published research to encourage readers to reflect on the content, ideas and ongoing debates. Using international case studies, each chapter will encourage readers to think about ways that the teaching and learning of mathematics reflect different

cultural traditions and expectations and enable them to evaluate effective strategies for their own contexts

Chinese Education Models in a Global Age Chuing Prudence Chou, Jonathan Spangler, 2016-04-06 China's rise and an increasing emphasis on international education benchmarking and a global recognition of East Asian countries' success in this regard have brought the issue of Chinese education to the forefront of public consciousness. In particular, the concept of a Chinese education model is one that has sparked debate and quickly become a major focus of education research around the world, especially in light of regional achievements vis-à-vis university rankings, bibliometric indices, the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and other such benchmarks. *Chinese Education Models in a Global Age* tackles this controversial issue head-on by synthesizing a diversity of analyses from a world-class team of twenty-seven authors. It reveals that Chinese education models, which are present in many different geographic and institutional contexts, have an important influence on social and institutional norms as well as individual belief systems and behaviors in China and beyond. The first of its kind, this edited volume establishes a foundation for future research while providing a nuanced and tightly integrated compilation of differing perspectives on the role and impact of Chinese education models worldwide. It is essential reading for all scholars, policymakers, students, parents, and educators interested in the rising demographic and economic influence of people of Chinese descent on education around the world.

Indigenous Culture, Education and Globalization Jun Xing, Pak-sheung Ng, 2015-10-23 The book explores the growing tension between indigenous education, the teaching and learning of native knowledge, cultural heritage, and traditions, and the dynamics of globalization from the Asian perspective. It brings together a distinguished and multidisciplinary group of Asian scholars and practitioners from Nepal, Korea, India, Japan, Thailand, Indonesia, the Philippines, Hong Kong, Taiwan, mainland China, and the United States. After showcasing six in-depth case studies of local cultural traditions from East, South, and Southeast Asia, the book examines a variety of pedagogical strategies in the teaching and learning of indigenous knowledge and culture in the region, reflecting both international trends and the distinctive local and regional characteristics resulting from the tremendous diversity within Asian societies.

Beyond Shanghai and PISA Binyan Xu, Yan Zhu, Xiaoli Lu, 2021-05-07 This book seeks to illustrate the research on mathematics competencies and disposition in China according to the conceptual development and empirical investigation perspective. Mathematics education in China has a distinguishing feature: a focus of attention to mathematical competency. Paradoxically, there has not been an explicit, refined, and measurable evaluation system in place to assess mathematical competency in China. While academic achievement surveys or evaluations are common, these can only give an overall conclusion about mathematical thinking skills or problem-solving abilities. In response to this deficiency, China is beginning to carry out national projects that emphasize defining both a conceptual framework on core competencies in school mathematics and developing a corresponding assessment framework. Thus, the main focus of this volume is the current investigations of different mathematics

competencies and mathematical disposition of Chinese students with the aim of promoting interaction between domestic and international student performance assessment to provide a more comprehensive understanding of mathematics competencies and disposition in mainland China and to stimulate innovative new directions in research. The primary audience of this volume is the large group of researchers interested in mathematics competencies, mathematics teaching and learning in China or comparative studies or the relation of the three. The book will also appeal to teaching trainers or instructors as well as be an appropriate resource for graduate courses or seminars at either the master's or doctoral level.

The Oxford Handbook of Chinese Psychology Michael Harris Bond, 2010. In recent years China has witnessed unprecedented economic growth, emerging as a powerful influential player on the global stage. Now more than ever there is a great interest and need within the West to better understand the psychological and social processes that characterize the Chinese people. The Oxford Handbook of Chinese Psychology is the first book of its kind, a comprehensive and commanding review of Chinese psychology covering areas of human functioning with unparalleled sophistication and complexity. In 42 chapters, leading authorities cite and integrate both English and Chinese language research in topic areas ranging from the socialization of children, mathematics achievement, emotion, bilingualism and Chinese styles of thinking to Chinese identity, personal relationships, leadership processes and psychopathology. With all chapters accessibly written by the leading researchers in their respective fields, the reader of this volume will learn how and why China has developed in the way it has and how it is likely to develop. In addition, the book shows how a better understanding of a culture so different to our own can tell us so much about our own culture and sense of identity. A book of extraordinary breadth, The Oxford Handbook of Chinese Psychology will become the essential sourcebook for any scholar or practitioner attempting to understand the psychological functioning of the world's largest ethnic group.

Third International Handbook of Mathematics Education M.A. (Ken) Clements, Alan Bishop, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-11-15. The four sections in this Third International Handbook are concerned with: a) social, political and cultural dimensions in mathematics education; b) mathematics education as a field of study; c) technology in the mathematics curriculum; and d) international perspectives on mathematics education. These themes are taken up by 84 internationally recognized scholars based in 26 different nations. Each of the sections is structured on the basis of past, present and future aspects. The first chapter in a section provides historical perspectives: How did we get to where we are now? The middle chapters in a section analyze present-day key issues and themes: Where are we now and what recent events have been especially significant? and the final chapter in a section reflects on policy matters: Where are we going and what should we do? Readership: Teachers, mathematics educators, policy makers, mathematicians, graduate students, undergraduate students. Large set of authoritative international authors.

Expertise in Mathematics Instruction Yeping Li, Gabriele Kaiser, 2010-12-15. Accumulated research findings in past decades have led to the common knowledge that teachers' professional knowledge is essential to effective classroom instruction. However, there is still very

limited understanding about the nature of teachers expertise in mathematics instruction Expertise in Mathematics Instruction addresses this need clearly and concisely In particular it examines all aspects of emphases employed to characterize the nature of expertise in mathematics instruction from both researchers and practitioners perspectives Moreover with research contributions from both the East and the West this book also examines ideas pertinent to fostering and demonstrating expertise in mathematics instruction within different system contexts This book will raise questions and issues for mathematics education researchers to guide a critical examination of what can be learned from other education systems Expertise in Mathematics Instruction builds on its theoretical and methodological approach with contributions from international experts in the field Additionally a review of related research from mathematics education serves as an introduction to the new research in both Eastern and Western settings Concluding this resource is a reflection on the benefits of this international collaboration and possible research directions for the future The final chapter cohesively joins traditional and current research for action Expertise in Mathematics Instruction is of interest to researchers in mathematics education mathematics teacher educators and mathematics educators

Mathematics Education: The Singapore Journey Khoon Yoong Wong, Peng Yee Lee, Berinderjeet Kaur, Pui Yee Foong, Swee Fong Ng, 2009-02-19 This comprehensive book is a state of the art review of research and practices of mathematics education in Singapore It traces the fascinating journey from the original development of the Singapore mathematics curriculum in the 1950s to the present day and reports on diverse findings about the Singapore experience that are not readily available in print All of the authors are active mathematics educators or senior mathematics teachers in Singapore thus adding authenticity and distinctiveness to the stories covered in this book The issues they so earnestly explore in this book will undoubtedly be of interest to graduate students mathematics educators and the international mathematics education community

Approaches to Qualitative Research in Mathematics Education Angelika Bikner-Ahsbahr, Christine Knipping, Norma Presmeg, 2014-11-26 This volume documents a range of qualitative research approaches emerged within mathematics education over the last three decades whilst at the same time revealing their underlying methodologies Continuing the discussion as begun in the two 2003 ZDM issues dedicated to qualitative empirical methods this book presents a state of the art overview on qualitative research in mathematics education and beyond The structure of the book allows the reader to use it as an actual guide for the selection of an appropriate methodology on a basis of both theoretical depth and practical implications The methods and examples illustrate how different methodologies come to life when applied to a specific question in a specific context Many of the methodologies described are also applicable outside mathematics education but the examples provided are chosen so as to situate the approach in a mathematical context

Education and the Nation State S. Gopinathan, 2013-02-11 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions

so the world can read them in a single manageable volume In a career spanning four decades S Gopinathan is considered by many to be a pillar of teacher education in Singapore He has played a key role in the establishment and transformation of Singapore's education system pioneering many programmes and advising on policy both nationally and internationally In the process he has contributed over 25 books authored co authored and edited and 115 articles and book chapters to the field and continues to inspire and empower younger colleagues in the region to challenge the cause for excellence in education and education reform In *Education and the Nation State* S Gopinathan brings together 14 of his key writings in one volume Starting with a specially written introduction which gives an overview of Gopinathan's career and contextualises his selection the essays are then arranged thematically providing an overview not just of his own career but also reflecting the development and key concerns of education in the nation state that is Singapore

European and Chinese Cognitive Styles and their Impact on Teaching Mathematics Filippo Spagnolo, Benedetto Di Paola, 2010-04-05 The book provides strong evidence that research on the cognitive processes from arithmetic thought to algebraic thought should take into consideration the socio cultural context It is an important contribution to the literature on linguistic structure in comparative studies related to Chinese student mathematics learning This book not only makes a great contribution to research in mathematics education the findings of this study also addressed insightful approaches and thoughts of understanding the development of algebraic thinking in cultural contexts for classroom teachers Using written Chinese language from different theoretical references provided wonderful approaches for understanding student algebra cognitive development in a different way and calls educators for to pay special attention to an epistemological and linguistic view of algebraic development The findings inform classroom teachers that the cultural context plays an important role in student learning mathematics A typical analysis of the cognitive dimension involved in some in the historical and cultural contexts is a great resource for classroom teachers I really enjoyed reading this book and learned a lot from its compelling analysis Shuhua An Associate Professor and Director of Graduate Program in Mathematics Education California State University Long Beach

How Chinese Learn Mathematics Perspectives From Insiders Mathematics Education Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**How Chinese Learn Mathematics Perspectives From Insiders Mathematics Education**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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