



Series on Mathematics Education Vol. **2**

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MATHEMATICS EDUCATION

The Singapore Journey

Mathematics Education The Singapore Journey Series On Mathematics Education

Jian Wang



Mathematics Education The Singapore Journey Series On Mathematics Education:

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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

Mathematics Education in Singapore Tin Lam Toh, Berinderjeet Kaur, Eng Guan Tay, 2019-02-07 This book provides a one stop resource for mathematics educators policy makers and all who are interested in learning more about the why what and how of mathematics education in Singapore The content is organized according to three significant and closely interrelated components the Singapore mathematics curriculum mathematics teacher education and professional development and learners in Singapore mathematics classrooms Written by leading researchers with an intimate understanding of Singapore mathematics education this up to date book reports the latest trends in Singapore mathematics classrooms including mathematical modelling and problem solving in the real world context

Asian Research in Mathematics Education Bill Atweh, Lianghuo Fan, Catherine P. Vistro-Yu, 2023-05-17 This book focuses on the development of research in mathematics education cultures and its products from the perspective of local educators It consists of contributions from Mainland China Indonesia Korea Macao Singapore the Philippines and Turkey This book examines the development of the culture of research in the respective countries and also reviews the research conducted in the recent past in mathematics education It takes a critical stance through identifying the various accomplishments and identifying challenges for the future of research in terms of its diversification and quality Divided into two sections the first section considers factors around the development of a research culture in the respective countries by focusing on the means used to develop research expertise and quality The second section consists of overviews of the area of research and methodologies conducted in mathematics education in the various countries with the intention of highlighting the research topics conducted as well as discussing omissions of such research

Singapore Math and Science Education Innovation Oon Seng Tan, Ee Ling Low, Eng Guan Tay, Yaw Kai Yan, 2021-08-04 This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education pedagogy curriculum assessment

teaching practices applied learning ecology of learning talent grooming culture of science and math vocational education and STEM It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA the pedagogical and curricula advancements in math and science learning and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future

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

Mathematical Problem Solving Berinderjeet Kaur, Ban Har Yeap, Manu Kapur, 2009 This book is the first in the series of the yearbooks of the Association of Mathematics Educators in Singapore It is highly unique as it addresses a focused theme of mathematics education The chapters of the book illustrate the immense diversity within the theme and presents research that translates into classroom pedagogies The thirteen chapters of the book illustrate how mathematical problems may be crafted and infused in classroom teaching Several novel pedagogies such as learning mathematics through productive failure problem posing and generative activities are presented in the book The chapters are comprehensive and laden with evidence based examples for both mathematics educators and classroom teachers of mathematics The book is an invaluable contribution towards the already established field of research of mathematical problem solving It is also a must read for graduate research students and mathematics educators

Facilitative Collaborative Knowledge Co-Construction Gertina J. van Schalkwyk, Rik Carl D'Amato, 2015-09-28 Collaborative teaching and learning has been a focus of research recently yet it can sometimes be a challenge for multicultural students in an educational setting This second volume of a two volume edition helps lecturers educators and teachers create collaborative teaching and learning experiences with multicultural adult learners in higher education The authors of this volume provide outlines of some of the positive relationships that can be developed among students and

educators when the process of gaining knowledge is seen as a co constructed process approaches to relational intelligence and collaborative learning research from neuropsychology and practical applications to teaching and characterizations of emotional intelligence and sociocognitive skills needed in collaborative learning environments Though focused on Asian students and their experiences this volume includes information for all students and educators who are engaged in the collaborative search for knowledge This is the 143rd volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

Mathematics And Its Teaching In The Southern Americas: With An Introduction By Ubiratan D'ambrosio Hector Rosario, Bruce R Vogeli, Patrick Scott, 2014-09-26 This anthology presents a comprehensive review of mathematics and its teaching in the following nations in South America Central America and the Caribbean Argentina Bolivia Brazil Chile Colombia Costa Rica Cuba Guyana Haiti Honduras Mexico Panam Paraguay Per Puerto Rico Trinidad and Tobago and Venezuela The last summary of mathematics education encompassing countries from the Southern Americas appeared in 1966 Progress in the field during five decades has remained unexamined until now

Equity in Excellence Siao See Teng, Maria Manzon, Kenneth K. Poon, 2018-12-20 This book offers a comprehensive picture of high performing East Asian education systems beyond their outstanding achievements in international assessments such as PISA and TIMSS Situating excellence within discussions of equity it contextualises the conceptions and pursuits of equity amid the development of education systems policy and curricula in selected East Asian societies While parallels could be observed across the systems including high stakes assessment culture increasing credentialism and high investment of family educational resources there are also divergences in approaches and outcomes relating to equity policies and practices In light of the challenges presented by low fertility rates ageing populations migration and the economic demands of the 21st century the book addresses these systems attempts to cater to further diversified student populations and maintain equity in excellence As the international community relentlessly seeks to enhance equity in education there is much these East Asian education systems can share This book has appeal internationally to researchers policymakers educators and anyone interested in East Asian education and equity

Video-based Research in Education Lihua Xu, George Aranda, Wanty Widjaja, David Clarke, 2018-11-09 The rapid development of video technology in the last decade has changed the ways in which people communicate how they learn and how research is done Video technology offers rich potential in capturing complex social interactions over a prolonged period of time and in supporting teacher professional learning and development This book explores the ontological epistemological methodological and ethical challenges associated with the different uses of video in research ranging from video as a tool for investigating social interactions and for stimulating participants reflection to the use of video for engaging varied communities and social groups in the process of teaching learning and research Each chapter presents the authors critical reflection on the ways in which

video was employed the research decisions made the methodological challenges faced and the consequences for how educational practices were understood As such it illustrates a wide range of philosophical and theoretical standpoints with respect to video based research approaches This book will stimulate broad and rich discussion among education researchers who are interested in video research and contributes to advancing knowledge of the field developing approaches to dealing with emergent ethical theoretical and methodological issues and generating new protocols and guidelines for conducting video based research across a variety of disciplinary areas in education

International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives Patricia S. Moyer-Packenham, 2016-06-21 This book explores terminology frameworks and research being conducted worldwide on virtual manipulatives It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching By defining terminology explaining conceptual and theoretical frameworks and reporting research the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic By discussing these big ideas the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand held touch screen and augmented platforms

International Perspectives on Teacher Knowledge, Beliefs and Opportunities to Learn Sigrid Blömeke, Feng-Jui Hsieh, Gabriele Kaiser, William H. Schmidt, 2013-09-09 This book reviews the Teacher Education and Development Study Learning to Teach Mathematics which tested 23 000 primary and secondary level math teachers from 16 countries on content knowledge and asked their opinions on beliefs and opportunities to learn

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Mathematical Applications and Modelling Berinderjeet Kaur, Jaguthsing Dindyal, 2010 Mathematical Applications and Modelling is the second in the series of the yearbooks of the Association of Mathematics Educators in Singapore. The book is unique as it addresses a focused theme on mathematics education. The objective is to illustrate the diversity within the theme and present research that translates into classroom pedagogies. The book comprising of 17 chapters illuminates how application and modelling tasks may help develop the capacity of students to use mathematics in their present and future lives. Several renowned international researchers in the field of mathematical modelling have published their work in the book. The chapters are comprehensive and laden with evidence based examples for both mathematics educators and classroom teachers. The book is an invaluable contribution towards the emerging field of research in mathematical applications and modelling. It is a must read for graduate research students and mathematics educators. Towards an Understanding of the Relationship between Spatial Processing Ability and Numerical and Mathematical Cognition Sharlene

D. Newman, Firat Soyly, 2020-02-20 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org/about/contact

Cultural Patterns And Neurocognitive Circuits Ii: East-west Connections Balazs Gulyas, Jan Wouter Vasbinder, 2017-12-26 The contents of this book continues the theme as in the previous volume on cultural patterns and cognitive patterns in the East and West with special regard to those patterns which are determined by our natural genetic endowments in contrast to those patterns which are influenced by our cultural East West influences and within this context a unique flavour is given to the good life aspects of adapting to this global community The chapters written by leading neuroscientists give an overarching picture from the elementary organisational principles of the human brain through the basic perceptual and motor functions of the brain to the highest levels of cognition including aesthetical or moral judgments with an eye on what can be called good life in both Eastern and Western cultures A unique compilation of state of the art overviews of how the human brain is organised and functions in order to achieve high level of social moral or aesthetic thoughts across cultures Published in collaboration with Institute Para Limes **Teacher**

Induction Policy in Global Contexts Jian Wang, 2024-07-01 Teacher induction is becoming increasingly important focus of education policy developed to help beginning teachers develop professionally and stay in teaching work force as a way to meet the needs of global economy and social transformation for teaching quality and student learning in many countries Policy borrowing is a common practice in teacher induction across different countries Such a policy borrowing allow policymakers in particular countries to access different options and choices in their policy development instead of trial and error However it is often done without a careful policy analysis as its base especially the analysis that focuses on the problems the borrowed policy intends to solve social political and educational contexts in which it develops explicit and implicit conceptual assumptions underlying it its implementation and associated challenges and its intended and unintended impacts Without such an analysis as its base the implementations of policy borrowed from other countries can causes unnecessary financial human resource and emotional costs in its context even if the policy prove to be successful in the other place This book serves for such needs of policy analysis in the field of teacher induction It starts with the book editor s overview of the book and its intention Then there are 16 chapters each is written by a distinguished scholar or a policy analyst from a particular country that analyzes the focuses contexts assumptions implementation challenges and consequences of a specific teacher induction policy developed in their home country and then raise important research questions emerging from their analysis The book is expected to attract readers including scholars policy makers practitioners

and graduate students in different countries who have interests in teacher induction research policy and practice

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