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Edited by

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HOW CHINESE LEARN MATHEMATICS

Perspectives from Insiders

How Chinese Learn Mathematics Perspectives From Insiders

Lianghuo Fan, Ngai-ying Wong, Jinfa Cai, Shiqi Li



How Chinese Learn Mathematics Perspectives From Insiders:

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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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

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

Cultural Foundations of Learning Jin Li, 2012-03-26 Western and East Asian people hold fundamentally different beliefs about learning that influence how they approach child rearing and education Reviewing decades of research Dr Jin Li presents an important conceptual distinction between the Western mind model and the East Asian virtue model of learning The former aims to cultivate the

mind to understand the world whereas the latter prioritizes the self to be perfected morally and socially Tracing the cultural origins of the two large intellectual traditions Li details how each model manifests itself in the psychology of the learning process learning affect regard of one's learning peers expression of what one knows and parents guiding efforts Despite today's accelerated cultural exchange these learning models do not diminish but endure 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 *Teaching in Primary Schools in China and India* Nirmala Rao,Emma Pearson,Kai-ming Cheng,Margaret Taplin,2013 This book compares primary education in urban and rural China and India focusing on how the sociocultural context such as policy educators and parents' beliefs and teaching and learning conditions shape classroom pedagogy and achievement **International Handbook of Research on Teachers and Teaching** Lawrence J. Saha,Anthony Gary Dworkin,2009-04-17 The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever-changing nature of the teaching profession throughout the world This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant

Confucian Ethics in Western Discourse Wai-ying Wong,2017-10-19 Confucian Ethics in Western Discourse brings Chinese philosophers into dialogue with contemporary moral philosophers identifying how ancient Chinese philosophy can contribute to Western discussions of moral philosophy Covering the characteristics and significance of the Confucian ethical tradition this study introduces the main concepts discusses differing perspectives of moral dilemmas and closely examines whether Confucian ethics should be considered as virtue ethics in the Western tradition Through analysis of the meaning of virtues in Confucian ethics it draws comparison with virtues in Aristotelian moral philosophy and offers an in-depth review of

the thought of Cheng Brothers in the Song Dynasty shedding light on current ethical issues With careful textual studies and philosophical perceptiveness Confucian Ethics in Western Discourse connects ancient Chinese thought and contemporary problems in Western philosophy

Proceedings of the 13th International Congress on Mathematical Education Gabriele Kaiser, 2017-10-31 This book is open access under a CC BY 4.0 license The book presents the Proceedings of the 13th International Congress on Mathematical Education ICME 13 and is based on the presentations given at the 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th-31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft für Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 brought together about 3 500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities Directly before the congress activities were offered for 450 Early Career Researchers The proceedings give a comprehensive overview on the current state of the art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching and learning processes The book introduces the major activities of ICME 13 namely articles from the four plenary lecturers and two plenary panels articles from the five ICMI awardees reports from six national presentations three reports from the thematic afternoon devoted to specific features of ICME 13 Furthermore the proceedings contain descriptions of the 54 Topic Study Groups which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops The additional important activities of ICME 13 namely papers from the invited lecturers will be presented in the second volume of the proceedings

West-East Reciprocal Learning in a Canada-China Sister School Network Yishin Khoo, Michael Connelly, Shijing Xu, 2025-07-18 This volume provides a comprehensive cross cultural knowledge base and understanding of school education teacher education and the cultural contexts of education in China and the West It achieves this by bringing together diverse Chinese and Canadian school educators and educational researchers to reframe Sino Western relationships within the Canada China Sister School Network especially during a time of geopolitical tensions and uncertainties The authors demonstrate that intercultural reciprocal learning between Western and Chinese education is not merely a theoretical concept but a tangible reality embedded in the daily practices and actions of school educators and researchers It is this practical experiential and embodied understanding of West East reciprocal learning that holds educational hope and promise for the future forming the essence of this book

Contemporary Debates in Childhood Education and Development Sebastian Suggate, Elaine Reese, 2012-06-14 What are the risks and benefits of non parental care for young children What are the short and long term effects of academically vs play focused environments for learning How and when should we teach reading What are the purposes of Education What is the best way to teach mathematics to children from preschool and beyond Contemporary Debates in Childhood Education and Development is a unique resource and reference

work that brings together leading international researchers and thinkers with divergent points of view to discuss contemporary problems and questions in childhood education and developmental psychology Through an innovative format whereby leading scholars each offer their own constructive take on the issue in hand this book aims to inform readers of both sides of a variety of topics and in the process encourage constructive communication and fresh approaches Spanning a broad spectrum of issues this book covers Phonic and whole language reading approaches The developmental effect of non parental childcare The value of pre school academic skill acquisition The most effective methods of teaching mathematics Standardized assessment does it work The role of electronic media and technology The pedagogical value of homework The value of parents reading to children This book combines breadth of vision with cutting edge research and is a must have resource for researchers students and policy makers in the fields of education and child development

Invited Lectures from the 13th International Congress on Mathematical Education Gabriele Kaiser, Helen Forgasz, Mellony Graven, Alain Kuzniak, Elaine Simmt, Binyan Xu, 2018-02-05 The book presents the Invited Lectures given at 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft f r Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 the biggest ICME so far brought together about 3500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities The scholars came together to share their work on the improvement of mathematics education at all educational levels The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education The Invited Lectures cover a wide spectrum of topics themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education This book is of particular interest to researchers teachers and curriculum developers in mathematics education

Nine Chapters on Mathematical Modernity Andrea Bréard, 2019-06-25 The book addresses for the first time the dynamics associated with the modernization of mathematics in China from the nineteenth to the mid twentieth century from a transcultural global historical perspective Rather than depict the transformations of mathematical knowledge in terms of a process of westernization the book analyzes the complex interactions between different scientific communities and the ways in which the past modernity language and mathematics were negotiated in a global context In each chapter Andrea Bréard provides vivid portraits of a series of go betweens such as translators educators or state statisticians based on a vast array of translated primary sources hitherto unavailable to a non Chinese readership They not only illustrate how Chinese scholars mediated between new mathematical objects and discursive modes but also how they instrumentalized their autochthonous scientific roots in specific political and intellectual contexts While sometimes technical in style the book addresses all readers who are interested in the global and cultural

history of science and the complexities involved in the making of universal mathematics While the pursuit of modernity is in the title entanglement is of as much interest Using the famous Nine Chapters as a framework Brard considers a wide range of that entanglement from divination to data management Brard's analysis and thought provoking insights show once again how much we can learn when two cultures intersect A fascinating read John Day Boston University

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

Culture Matters to Mathematics Teaching and Learning Mun Yee Lai, Rongjin Huang, 2025-07-19 This book compiled in honor of Chair Professor Frederick K S Leung contributes to revisiting renewing and enriching the knowledge of cultural matters to mathematics education widening the horizon in the use of cultural perspectives to explain the characteristics of classroom teaching and learning in East Asia and to explain re-interpret the differences in teacher knowledge and beliefs between East Asian and Western countries Multiple research methods are used to explore how different cultures influence mathematics education In particular the book discusses the comparative studies of mathematics education the influence of different cultures on mathematics teaching and learning and the use of the Confucian Heritage Culture to explain the phenomenon of superior mathematics achievement of East Asian students The research methods include qualitative approaches quantitative approaches such as structured equation modelling exploratory factor analysis and confirmation factor analysis case studies and a meta-analysis of the literature review This book is dedicated to Chair Professor Frederick K S Leung's Hans Freudenthal Medallist 2013 and President of ICMI 2021-2024 one of the pioneers in investigating the cultural differences in mathematics education and establishing a framework for the relationship between cultures and mathematics education This book acknowledges his many contributions to the field and showcases promising research advancements that sparked directly or indirectly from his intellectual contributions to different mathematics educators globally

Building the Foundation: Whole Numbers in the Primary Grades Maria G. Bartolini Bussi, Xu Hua Sun, 2018-03-29 This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school and pre-school setting while also taking international perspectives socio-cultural diversity and institutional constraints into account One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level Accordingly a focus area that is central to the discussion was chosen together with a number of related questions The broad area of Whole Number Arithmetic WNA including operations and relations and arithmetic word problems forms the core content of all primary mathematics curricula The study of this core content area is often regarded as foundational for later mathematics learning However the principles and main goals of

instruction on the foundational concepts and skills in WNA are far from universally agreed upon and practice varies substantially from country to country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings as well as an opportunity to learn from the practices of different countries and contexts.

Revisiting The Chinese Learner Carol K.K. Chan, Nirmala Rao, 2010-03-10

It is seventeen years since I first formulated The paradox of the Chinese learner in a conference in Kathmandu, Nepal. My original formulation of the paradox was that westerners saw Chinese students as rote learning massive amounts of information in fierce exam-dominated classrooms, yet in international comparisons, students in the Confucian heritage classrooms greatly outperformed western students learning in progressive western classrooms. This seeming paradox raised all sorts of questions to which many others have contributed important answers, especially that by Ference Marton on how Chinese learners construed the roles of memory and understanding in ways that were foreign to typical western educators. Much of this work was brought together in *The Chinese Learner* 1996, edited by David Watkins and myself. That work raised more questions, still especially about educational contexts, beliefs, and practices, which were investigated in *Contributions to Teaching the Chinese Learner* 2001. And now we have *Revisiting the Chinese Learner*, which is a very timely collection of excellent contributions that take into account the many changes that have taken place since 2001, changes such as:

1. The globalisation of education, especially through educational technology and enormous socio-economic changes, especially in China itself.
2. Changes in educational policy, aims, curriculum, and organisation and decentralisation of educational decision-making in many Confucian heritage cultures.
- 3.

Reviewing **How Chinese Learn Mathematics Perspectives From Insiders**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**How Chinese Learn Mathematics Perspectives From Insiders**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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