The goal of this text is to help teachers in diverse classrooms understand the importance of students' culture, languages, and schooling experiences to curriculum, assessment, and student achievement. Readers will learn about aspects of specific cultures and languages that are important to their understanding of their students, and they will discover that cultures that are often considered similar may not be so (and why they aren’t). Finally, the text focuses on how teachers can integrate languages and cultures into classrooms and how to account for students' backgrounds and funds of knowledge when devising tasks. The text starts with an introduction to language and culture that presents a research-based explanation of why these concepts are important for teachers to understand (Chapter 1). Then, the middle 28 chapters each address one country/culture. Each chapter starts with a school scenario in the US. Part 2 of each chapter includes evidence-based demographic and background data on the country, including historical events that may have an impact on our students and their families. Part 3 includes a look at education, schooling, and culture, including famous people, contributions to the world, personal characteristics, important religious information, focal customs, and other aspects that are important to cultural insiders. Part 4 is about language and literacy traditions and how they relate to the culture, a number of words that teachers can learn (e.g., yes, no, thank you, please, hello), how the language is different from and similar to English, and what those differences and similarities might mean for English language learners from that culture. Part 5 comprises advice, resources, and ideas for teachers (for example, if it is an oral culture, the teacher might consider working with students on oral storytelling before transitioning to written stories, or incorporate both using technology). Each chapter also contains recommended readings and resources and short exercises that extend the chapter information. The final chapter presents parting notes for teachers and additional suggestions for addressing diversity.
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The pedagogy and practice of western-trained Chinese English language teachers

There has been much debate in recent times between the Anglo American tradition of curriculum studies and the Continental and North European tradition of didactics (Didaktik). As important as such debate has been, this book seeks to add new voices to the debate representing ideas and traditions from a different part of the world. The focus is on Chinese curriculum thinking that has passed through a number of stages and currently represents a blend of some aspects of the American tradition and Chinese cultural traditions. How does Chinese thinking about curriculum, teaching and learning resonate with European didactic traditions and what are the implications for theorizing an expanded field of curriculum studies? This book deliberately transcends borders and cultures to explore new territory, to provide a platform for open dialogue and to open up new areas of investigation Chapters include, Curriculum Reform and Research in China: A Social-Historical Perspective What Mathematics Did Teachers Learn? Comparison of the School and the Pre-Service Teacher Mathematics Curricula in Germany and Taiwan Living in Parallel Worlds: A Transatlantic Dialogue between General Didactics and Instructional Design

Chinese Education from the Perspectives of American Educators

Despite or perhaps because of globalisation and internationalisation in the contemporary world, the role of education has become more significant in nation formation. However, whereas in the past its function was to create homogeneity and assimilation, today it must deal with diversity and plurality. The modernist premise of “one nation one state” is

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The 21st Century Mathematics Education in China

This book intends to provide a comprehensive introduction to the status of development of Chinese mathematics education in the 21st century. To this end, the book summarizes and presents the research and practices of Chinese mathematics education in the following aspects: (1) characteristics of Chinese school mathematics curriculum and textbooks, (2) Chinese ways and strategies of teaching mathematics and the characteristics of mathematics classroom instruction in China, (3) Chinese instructional practices in developing (both gifted and underachieving) students' mathematical capabilities, (4) how professional development of mathematics teachers is promoted in China, including mathematics teachers' pre-service and in-service education, and how Chinese mathematics teachers design and implement teaching and research activities, and (5) how mathematics education is assessed and evaluated, including how to evaluate teachers' teaching and students' achievements. Relevant research in Chinese mathematics education involving methods of surveys, interviews, text analysis, etc., are reviewed and analyzed. Results of a number of video studies of Chinese mathematics classroom teaching and learning are also integrated into this book.

How Chinese Teach Mathematics

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.

Chemistry Education and Contributions from History and Philosophy of Science

The United States and China: two nations drastically different in demographics, history, political structures, and education systems. Despite these differences, educators in each country have discovered they have much to learn from one another. The United States looks east and is captivated by the high assessment scores that many Chinese students achieve. China looks west and is enamored with how the United States fosters innovation and creativity in students. Teachers are increasingly looking across borders to expand, adapt, and offer their students a more balanced education. West Meets East is based on the fundamental premise that strong teaching is at the heart of educational quality and that we all benefit from understanding the practices and professional thinking of exemplary teachers. With this in mind, Grant and her colleagues set out to discover which beliefs and strategies of effective teachers can cross the cultural divide and help students in each nation make breakthrough advances. As educators, it's important to understand that even though we're setting new goals and improving outcomes, excellence is a moving target. In the globally connected 21st century, educational innovations in one country can reset the bar for students around the world. Only by learning from one another can we be sure all our students remain competitive and successful.
This dissertation, "Perceptions Among Tertiary-level Mainland Chinese Students in Hong Kong and Their Teachers Regarding English as a Second Language (ESL) Learning Activities" by Mei, Kan, 簡微, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author.

Abstract: Abstract of dissertation entitled Perceptions among tertiary-level Mainland Chinese students in Hong Kong and their teachers regarding English as a Second Language (ESL) learning activities submitted by Kan Mei, Nicole for the degree of MA in Applied Linguistics at the University of Hong Kong August 2007

The correspondence between teachers' and students' perceptions of ESL activities has been a popular area of ESL research. This dissertation reports a study on the similarities and differences between the perceptions of ESL activities of the Mainland students studying in a university in Hong Kong for a university foundation program and their English teachers' estimation of these perceptions. 30 Mainland students and 13 English teachers who have experience of teaching Mainland students admitted into this university participated in this study. The data were collected in two stages. The first stage involved the completion of a questionnaire where the participants were asked to rate a list of ESL activities in two dimensions of perceptions, namely, enjoyment and importance. This stage is followed by semi-structured individual interviews with both subject groups, where the students explained what they viewed as the enjoyableness and importance of the ESL activities while the teachers estimated what the students' views would be. The data were then analyzed and discussed to reveal the similarities and differences between these two groups of perceptions.

Perceptions among tertiary-level Mainland Chinese students in Hong Kong and their teachers regarding English as a Second Language (ESL) learning activities

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A dissertation submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Applied Linguistics at the University of Hong Kong

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Subjects: English language - Study and teaching (Higher) - Chinese speakers
College students - China - Hong Kong - Attitudes
English teachers - China - Hong Kong - Attitudes

MasterClass in Mathematics Education

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.

Knowledge, Policy and Practice in Teacher Education

The teacher-training profession is searching for new ideas to prepare the next generation of teachers who can successfully educate 21st century students. At the same time, there is an increase in foreign-born professors, with one of the most significant groups originating from China. East Meets West in Teacher Preparation gives voice to teacher educators from Chinese backgrounds who are now teaching in America's colleges. With this unique book, the field can learn about Chinese educational thinking and practices directly from educators who have personal and professional knowledge of both the United States and Chinese systems. Readers will come to understand how these bilingual educators view and speak about their lived experiences and perspectives across the Pacific shores; how they reflect on and articulate the similarities and differences between educational systems in the United States and China; what strategies they use to navigate through complex sociocultural boundaries; as well as what possibilities exist for the two systems to learn from each other. This important book will help educators prepare for the intersection already developing between Chinese and American teaching approaches and practices.

Chinese Educational Migration and Student-Teacher Mobilities

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vitalizing the "sick man of Asia." Perhaps the most notable change in Chinese martial arts can be seen in the modern sportification of it. Motivated by rank, trophies, and of incorporating these in exercises practices solely for health and longevity. In the early twentieth century, martial arts became a political tool for boosting the spirit of country, were utilized in entertaining "flowery' performances, as in Peking opera. The variety of martial movements were certainly conducive for good health so there is a long tradition practitioners borrowed from other styles. The concept of "mixed martial arts" is nothing new. There have been spinoffs to the warrior arts. Even centuries ago the martial arts improve the effectiveness, some leading practitioners gained insights from nature, particularly from the animal kingdom. Also, in both ancient and modern times, Chinese articles included here offer us a view of Chinese martial arts from many angles. Of course effectiveness is one of the criteria for skills that are valued as being truly martial. To demonstrates how the actual practice of martial arts has changed in tandem with these fluctuating views. Supported by in depth research, interviews, and field experience, the nine articles you will see how the views, needs, purposes and understandings of Chinese martial arts have changed over the centuries. By expounding on these themes, each author does not mean that the authors are writing solely about philosophic ideas such as yin-yang, taiji, five phases (wuxing), or the eight hexagrams (bagua). From the content of these concept of change in the diverse Chinese martial traditions. This anthology presents articles from the Journal of Asian Martial Arts that are related to the theme of change. This lives. Change is the Way of the universe. Confucian and Daoist texts are filled with anecdotal and philosophic discourse related to this theme. There is little wonder why we find the Since ancient times, some observant people have made the revered Book of Change (Yijing) their lifelong study. Change is the fundamental principle found in every aspect of our lives. Change is the Way of the universe. Confucian and Daoist texts are filled with anecdotal and philosophic discourse related to this theme. There is little wonder why we find the The Routledge International Handbook of Teacher and School Development Student Learning (GU Lingyuan, YANG Yudong and HE Zhenzhen) "Chinese Mathematics Teachers, Teacher Educati on Taiwanese Fourth-Grade Classrooms of Mathematical Teaching Behaviors (LEE Yuan-Shun and LIN Fou-Lai)" Features of Exemplary Lessons under the Curriculum Reform Shiqi) " Chinese Project-based Classroom Practices: Promoting Students' Engagement in Mathematical Activities (XU Binyan and ZHU Guangtian) " A Large-Scale Video Survey Curriculum Standards: A Case of Teaching Using Letter to Represent Number at a Chinese Primary School in Chinese Mainland (HUANG Xingfeng, YANG Jinglei and LI Grade 8 Using the "Shen Tou" Method: A Case Study in Shanghai (DING Liping, JONES Keith and ZHANG Dianzhou) Implementation of Objectives Based on the Sense via Interactive Multimedia in a Primary School in Taiwan (YANG Der-Ching, CHEN Pei-Chieh, TSAI Yi Fang and HSIEH Tien-Yu) Teaching Geometrical Theorems in Teaching Calculation of Time Intervals: Comparing Mathematics Competence of Students in Macau, Hong Kong and the Netherlands (LI Titus Siu Pang) Teaching Number Measurement in Taiwan (HUANG Hsin-Mei E) Pedagogical and Curriculum Potentials of Homework: A Case Study about Geometric Proofs in Shanghai (FANG Yanping) Achieving Coherence in the Mathematics Classroom: Toward a Framework for Examining MOK Ah Chee Ida) "Understanding the Chinese Ways of Teaching Mathematics: " Mathematics Teaching in a Chinese Classroom: A Hybrid-Model Analysis of Opportunities Chinese Teachers Teach Mathematics and Pursue Professional Development: Perspectives from ContemporaryInternational Research (FAN Lianghuo, MIAO Zhenzhen and Education: An Introduction Historical and Contemporary Perspectives: "The Wisdom of Traditional Mathematical Teaching in China (DAI Qin and CHEUNG Ka Luen) How Chinese Learn Mathematics: Teachers and Teacher Perspectives from Insiders," this book is a must for educational researchers, practitioners, and policy-makers who are interested in knowing more about mathematics teaching, mathematics teachers, investigating issues about their knowledge, belief, teacher training and professional development. Like its predecessor, "How Chinese Learn Mathematics: Stu
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In the context of the Chinese mainland, money has been replaced by competition and showmanship. Originally practical techniques have been transformed into pure acrobatics. This special anthology provides an encompassing overview of the development and variety of Chinese martial arts. You will come to appreciate the ancient roots and the forces that have influenced how and why these arts are practiced today.

How Chinese Teach Mathematics and Improve Teaching

China has awakened, but is international education ready? Chinese students, teachers, and staff are now familiar faces in universities around the world, and this original volume examines their multifaceted experiences in Australia, Denmark, France, Japan, the UK, and the US. The authors propose case studies that will appeal to an international audience interested in one of the most mobile populations in global Higher Education. By doing so, they question some of the assumptions and misleading facts about Chinese students, teachers, and staff abroad. This volume will serve both as a solid introduction and as a thorough review for more knowledgeable readers.

The Handbook of Mathematics Teacher Education: Volume 1

This book provides a multifaceted, multilayered examination of the processes and challenges language teachers face in constructing their professional identities in multilingual contexts such as Hong Kong. It focuses on how professional and personal identities are enacted as individuals cross geographic, educational, and socio-cultural boundaries to become English language teachers in Hong Kong. It explores the construction of language teachers' professional identities from multiple perspectives in multiple settings, including pre-service and in-service teachers from Hong Kong, Mainland China, and Western countries. Understanding the difficulties and challenges these language teachers face in their identity and professional development is of relevance to teachers and teacher educators, as well as those interested in becoming language teachers in multilingual contexts.

Revisiting The Chinese Learner

TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education. It emphasizes the scholarship of transnational mobility of language teachers, and showcases critical research from diverse contexts. The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross-border mobilities continue to figure prominently in scholarly discussions. Through a diverse set of epistemological, historical, and theoretical perspectives along with methodological innovations, contributors of this volume not only index the dynamism of the scholarship of teacher education, but they also offer new forums for lively pedagogical debates.

Featuring contributions from diverse educational and geographical contexts, including Europe, Asia, North America, and Latin America, the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism. This book will be of great interest to academics, scholars, post-graduate students, teacher educators, policymakers, curriculum specialists, administrators, and other stakeholders interested in language teacher education, TESOL, and applied linguistics.

Selections from China Mainland Magazines

Providing an East-West flow of language teaching knowledge and know-how to balance prevailing Western-centric perspectives, this book is an in-depth investigation of the impact of Western-based language teacher education on the pedagogy and practice of Chinese English language teachers who received their training in Western institutions or those that emphasize Western-based teaching approaches. A significant and growing number of these teachers will influence millions of language learners in China over the next decades. The Pedagogy and Practice of Western-trained Chinese English Language Teachers: Forefronts Chinese teachers' voices and experiences in the context of their workplaces and classrooms Connects and balances theory and practice using a sociocultural lens Discusses the Chinese government's policies on the training of teachers and analyzes them in...
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Chinese Martial Arts: Changing Views and Practices

This book explores the relationship between the content of chemistry education and the history and philosophy of science (HPS) framework that underlies such education. It discusses the need to present an image that reflects how chemistry developed and progresses. It proposes that chemistry should be taught the way it is practiced by chemists: as a human enterprise, at the interface of scientific practice and HPS. Finally, it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching approaches.

Effective Schools

This volume gathers contributions in the closely linked fields of English language assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula, as well as the huge field of China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked onscreen, to quality control issues in the administration of China's College English Test, which is taken by over 10 million candidates every year.

Perspectives on Teaching and Teacher Issues

Students arrive in our classrooms with complex sociocultural histories that include family, cultural, physical, social, emotional, and prior learning experiences. In order to be effective, schools must directly address these complex histories in meaningful, relevant and creative ways. The aim of this volume is to examine research on effective schooling from a sociocultural perspective - with a focus on developing the capacities of diverse students in diverse educational contexts. The chapters in this volume cover a wide range of important topics as listed below:

Effective Schools

This book addresses the past and changing contexts of Chinese and German teacher education under the impact of globalization and echoes "quality" issues of teacher education. This edited book provides a comprehensive discussion on other issues in the management and implementation of change in teacher education related to teacher education curricula for professional development of teachers. A combination of chapters provides an overview, a review of literature and research as well as offering examples of teacher education practice and updated empirical research on these topics co-edited by two senior scholars and written by experts from Mainland China (including Hong Kong) and Germany. The volume addresses key issues on teacher standards, ICT in education and e-learning in teacher education, STEM education, vocational teacher education, university-school partnership in teacher education and teaching Chinese or German as a second language. This is an up-to-date academic book to look at profound issues related to quality in teacher education and teachers' professional development in mainland China and Germany. It will be a useful reference for graduate students and researchers in the field of international and comparative education, teacher education and curriculum studies, teacher educators and practitioners to learn from trends, best practice and challenges that have been encountered in Mainland China and Germany.
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The importance of HPS has been recognized for the science curriculum since the middle of the 20th century. The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom. A review of the literature shows that the traditional chemistry classroom, curricula, and textbooks while dealing with concepts such as law, theory, model, explanation, hypothesis, observation, evidence and idealization, generally ignore elements of the history and philosophy of science. This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science.

"Professor Niaz's book is most welcome, coming at a time when there is an urgently felt need to upgrade the teaching of science. The book is a huge aid for adding to the usual way - presenting science as a series of mere facts - also the necessary mandate: to show how science is done, and how science, through its history and philosophy, is part of the cultural development of humanity." Gerald Holton, Mallinckrodt Professor of Physics & Professor of History of Science, Harvard University

"In this stimulating and sophisticated blend of history of chemistry, philosophy of science, and science pedagogy, Professor Mansoor Niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry. Historians and philosophers of chemistry --- and above all, chemistry teachers --- will find this book full of valuable and highly usable new ideas" Alan Rocke, Case Western Reserve University

"This book artfully connects chemistry and chemistry education to the human context in which chemical science is practiced and the historical and philosophical background that illuminates that practice. Mansoor Niaz deftly weaves together historical episodes in the quest for scientific knowledge with the psychology of learning and philosophical reflections on the nature of scientific knowledge and method. The result is a compelling case for historically and philosophically informed science education. Highly recommended!" Harvey Siegel, University of Miami

"Books that analyze the philosophy and history of science in Chemistry are quite rare. 'Chemistry Education and Contributions from History and Philosophy of Science' by Mansoor Niaz is one of the rare books on the history and philosophy of chemistry and their importance in teaching this science. The book goes through all the main concepts of chemistry, and analyzes the historical and philosophical developments as well as their reflections in textbooks. Closest to my heart is Chapter 6, which is devoted to the chemical bond, the glue that holds together all matter in our earth. The chapter emphasizes the revolutionary impact of the concept of the 'covalent bond' on the chemical community and the great novelty of the idea that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding. The author goes then to describe the emergence of two rival theories that explained the nature of the chemical bond in terms of quantum mechanics; these are valence bond (VB) and molecular orbital (MO) theories. He emphasizes the importance of having rival theories and interpretations in science and its advancement. He further argues that this VB-MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners. The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena. This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom. As such, Mansoor's book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension" Sason Shaik

Saeree K. and Louis P. Fiedler Chair in Chemistry Director, The Lise Meitner-Minerva Center for Computational Quantum Chemistry, The Hebrew University of Jerusalem, ISRAEL

How Chinese Learn Mathematics

The Work and Lives of Teachers in China

This book focuses on the rapidly changing sociology of music as manifested in Chinese society and Chinese education. It examines how social changes and cultural politics affect how music is currently being used in connection with the Chinese dream. While there is a growing trend toward incorporating the Chinese dream into school education and higher education, there has been no scholarly discussion to date. The combination of cultural politics, transformed authority relations, and officially approved songs can provide us with an understanding of the official content on the Chinese dream that is conveyed in today's Chinese society, and how these factors have influenced the renewal of values-based education and practices in school music education in China.
This book addresses the past and changing contexts of Chinese and German teacher education under the impact of globalization and echoes “quality” issues of teacher education. This edited book provides a comprehensive discussion on other issues in the management and implementation of change in teacher education related to teacher education curricula for professional development of teachers. A combination of chapters provides an overview, a review of literature and research as well as offering examples of teacher education practice and updated empirical research on these topics co-edited by two senior scholars and written by experts from Mainland China (including Hong Kong) and Germany. The volume addresses key issues on teacher standards, ICT in education and e-learning in teacher education, STEM education, vocational teacher education, university-school partnership in teacher education and teaching Chinese or German as a second language. This is an up-to-date academic book to look at profound issues related to quality in teacher education and teachers’ professional development in mainland China and Germany. It will be a useful reference for graduate students and researchers in the field of international and comparative education, teacher education and curriculum studies, teacher educators and practitioners to learn from trends, best practice and challenges that have been encountered in Mainland China and Germany.

West Meets East

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.

Inclusive Teaching Strategies for Discipline-based English Studies

This book focuses on issues related to mathematics teaching and learning resources, including mathematics textbooks, teacher guides, student learning and assessment materials, and online resources. The book highlights various theoretical and methodological approaches used to study teaching and learning resources, and addresses the areas of resources, teachers, and students at an international level. As for the resources, the book examines the role textbooks and other curricular or learning resources play in mathematics teaching, learning, and assessment. It asks questions such as: Could we consider different types of textbooks and roles they play in teaching and learning? How does the digitalization of information and communication affect these roles? What are defining features of e-textbooks, and how could we characterize the differences between the traditional textbooks and e-textbooks? As for the teachers, the book discusses the relationships between teachers' individual and collective resources, and the way in which we could model such relationships. Specific questions addressed are: What is the role of teachers in developing textbooks and other teaching and learning materials? What are the relationships between resource designers and users? What are the consequences of these changing roles and relationships for the teaching of mathematics, and for teacher knowledge and professional development? As for the students, the book explores how students, as well as their teachers, interact through resources. It raises and addresses questions such as: What are the effects of modern ICT (particularly internet) on students' use and the design of resources? How do changing patterns of use and design affect student behaviour, learning, and relationships to the subject of mathematics?
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This book is written by a diverse cohort of American educators, including professors, teachers, and school administrators from pre-K to college levels. They come from disciplinary areas of child development, special education, English as a second language, counseling, technology, school administration, educational psychology, educational measurement and testing, as well as mathematics education. The chapters explore various topics, ranging from standardized testing, roles of central office, teacher evaluation, teacher professional development, gender differences, diversity, student engagement and parental involvement, student services provided at school, use of technology with teacher and students’ perspectives of technology use, self-efficacy beliefs, to teacher’s perspectives of play in early childhood settings. While the chapters reflect diverse conceptual and theoretical orientation, disciplinary focus, methodological emphasis, writing styles, and educational implications, they add together to present a more holistic picture of Chinese education across disciplinary areas. Taken together, these chapters reveal salient similarities and differences in theoretical underpinnings, pedagogical principles and classroom practices in China and in the United States. They also shed light on some of the larger conceptual/theoretical orientations between learning and learners in the two countries. They debunk some common misconceptions of education in the two countries as well. Since many chapters are written by American authors that reflect directly on their study abroad experiences in China, this allows fresh insight that helps to transform the view that these countries learning from one another would be a challenge into the realization that learning from one another is not only invaluable but also essential.

Culture, Music Education, and the Chinese Dream in Mainland China

This book addresses power relationships, specifically how teachers and students experience power, and why certain power patterns can be observed in classrooms. Set in the context of Hong Kong, a society in which Chinese and Western cultures intersect, it will be of particular interest to those interested in Chinese culture and education.

TESOL Teacher Education in a Transnational World

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This book presents empirical findings that reveal various teaching strategies and responses from two sub-cultural groups of students, i.e. local Hong Kong and Mainland students, with regard to their English studies. It puts forward a constructive model for innovative teaching strategies to enhance language attainment and classroom interaction in a multicultural learning environment in Hong Kong. It highlights inclusive teaching strategies with instructional, inspirational and interactional components to accommodate diverse learners and promote their classroom interaction. In addition to contributing to innovation in higher education in Hong Kong, the lessons learned here can be universally applied to ESL/EFL teaching and education reform around the world. Further, they support better learning and teaching at universities in the context of internationalization. The book will above all benefit undergraduate students in ESL/EFL teacher training programs, and post-graduate research students in applied linguistics, language education and second language teacher education. It also offers a valuable reference book for university lectures in teacher education, researchers in higher education in China, and TESOL/TEFL instructors in English-speaking countries (the UK, USA, Canada, Australia, New Zealand etc.).

Conception and Characteristics of Expert Mathematics Teachers in China

In this book the editors have been able to provide a snapshot of current research being undertaken in the Asia-Pacific region in regards to teacher self-efficacy beliefs. This includes specific focuses on inclusive teaching, professionalism, subject domains, collective efficacy as well as specific contexts of early childhood education and care, primary schools education, special needs schools and teacher education. This allows the reader to begin to develop an understanding about the complexity of teacher self-efficacy as well as the development and relationship between self-efficacy and other theoretical constructs and concepts. The book begins with an overall summary of research in the Asia-Pacific region before moving to a specific focus on research in different countries. All of the chapters also provide hope to the reader about the possibilities of understanding and supporting teachers and schools beliefs to enhance teacher behaviour. Through the implementation of teacher self-efficacy beliefs into educational contexts, teacher education programmes and professional development programmes, there is strong hope that the outcomes of education systems in supporting all students in their learning can be achieved. By allowing teachers to develop their own sources of efficacy and supporting these through all stages of career development, all children can be supported in their own learning.

Quality in Teacher Education and Professional Development

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.

Re-Shaping Education for Citizenship

The superior performance of East Asian students in recent international studies of mathematics achievement has attracted the attention of educators and policy makers worldwide. The book discusses the implications of these findings for education policy and practice in East Asia, as well as for other countries around the world. It explores the factors that contribute to the success of East Asian students, including cultural values, school systems, and teaching practices. The book also examines the challenges and opportunities for education reform in East Asia, and provides insights into how other countries can learn from their experiences. The book is a valuable resource for educators, policymakers, researchers, and practitioners who are interested in improving mathematics education and promoting equity and excellence in learning for all students.
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Yang focuses on exploring how an expert mathematics teacher is conceptualized by mathematics educators in China and the characteristics that expert mathematics teachers share. The author adopts a sociocultural theory and a prototypical view of conception in this study of teacher expertise and shows that some of the roles expected to be played by expert mathematics teachers in China, such as being at the same time a researcher, a mentor, an expert in examination, and an exemplary model, are quite different from the roles expected of an expert teacher in Western cultures. In addition, some characteristics of expert mathematics teachers the author identifies are different from those reported in previous studies. Examples include the expert mathematics teachers’ contemporary-constructivist oriented beliefs about mathematics and its learning and teaching, and their ability to teach with flexibility, balance, and coherence.

Asia-Pacific Perspectives on Teacher Self-Efficacy

Research on Mathematics Textbooks and Teachers’ Resources

Teaching is a profession which is so enormous and so packed with significance that the issues related to it have a consistently high ranking with members of society in virtually every public opinion poll. These issues include multicultural education, teacher training and accreditation, burnout, teaching under conditions particular to a world-wide certain country, student behaviour and preparation, computers in the classroom, parental influence on the teaching process, the changing curriculum and its meaning for teaching, budgetary problems, and a multitude of similar issues. This book presents current issues and information in this field from educators and researchers around the globe.

Language Teacher Education in a Multilingual Context

By bringing together a distinguished group of scholars who have deep, extensive and complementary knowledge and expertise of the Chinese education system, The Work and Lives of Teachers in China engages in detailed discussions on contemporary issues about teachers and teaching in China. It locates teachers’ work and lives in a critical analysis of the political, socio-cultural, ideological and educational reform contexts, and through this, demonstrates how teachers in different professional life phases and in different schools are able to retain their vocational strength and commitment for learning and development. Using rich illustrations from real teachers in real primary and secondary schools, this book represents a collection of scholarly writings which build research and practice informed new knowledge about the nature of teachers’ work and lives in China. Through these comprehensive case studies, the book illustrates to policy makers, head teachers and training and development organisations the importance of sustaining teachers’ commitment and wellbeing in their efforts to improve quality and standards in today’s Chinese schools. The Work and Lives of Teachers in China provides valuable insight for policy makers, educators, researchers, teachers and students in education and beyond.

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