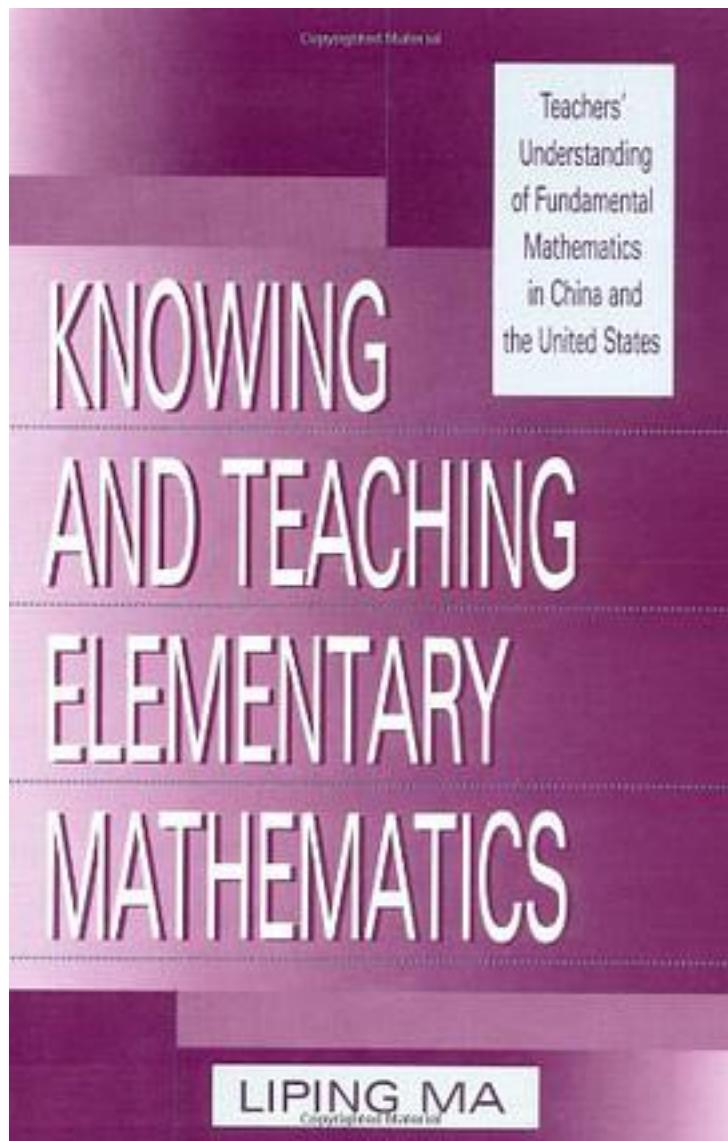


Knowing and Teaching Elementary Mathematics



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Chinese students typically outperform U.S. students on international comparisons of mathematics competency. Paradoxically, Chinese teachers receive far less education than U.S. teachers--11 to 12 years of schooling versus 16 to 18 years of schooling.

Studies of U.S. teacher knowledge often document insufficient subject matter knowledge in mathematics. But, they give few examples of the knowledge teachers need to support teaching, particularly the kind of teaching demanded by recent reforms in mathematics education.

This book describes the nature and development of the "profound understanding of fundamental mathematics" that elementary teachers need to become accomplished mathematics teachers, and suggests why such teaching knowledge is much more common in China than the United States, despite the fact that Chinese teachers have less formal education than their U.S. counterparts.

作者介绍:

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标签

数学

教育

评论

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