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Paradox of Chinese Learners: Looking into the Mathematics Classrooms in Hong Kong and Shanghai; Chapter 14 Identifying a Pattern of Teaching: An Analysis of a Shanghai Teacher's Lessons; Chapter 15 Differences within Communalities: How Is Mathematics Taught in Rural and Urban Regions in Mainland China?; Chapter 16 Teaching Approach: Theoretical or Experimental? Chapter 17 Capturing the Chinese Way of Teaching: The Learning-Questioning and Learning-Reviewing Instructional Model Chapter 18 The Effects of Different Representations on Mathematics Learning of Chinese Children; Chapter 19 The CHC Learner's Phenomenon: Its Implications on Mathematics Education; Chapter 20 How Do Chinese Learn Mathematics? Some Evidence-Based Insights and Needed Directions; About the Contributors; Name Index; Subject Index

Sommario/riassunto

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.
