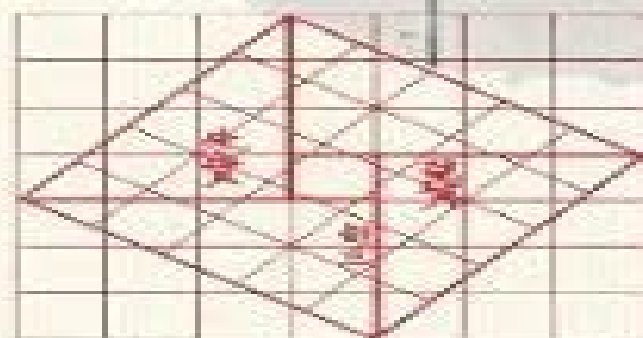


Mathematics Education in China

Frank Swetz

Its Growth and
Development



Mathematics Education In China Its Growth And Development

Jean-Claude Martzloff



Mathematics Education In China Its Growth And Development:

Mathematics Education in China: Its Growth and Development Frank J. Swetz, 1974 The frame of assessment that this book sets for itself is strictly defined to disentangle and follow the trends in mathematical education at the primary and middle school levels in China from 1860 to 1970 with particular emphasis on developments undertaken by the Communist government The documentation that supports this effort is equally specific it includes syllabi textbook lists subject scope descriptions and subject sequences sample lesson plans and examinations But in addition to fulfilling this program the book explicitly explores several implications of much wider import For one since modern technology is solidly based on mathematics an index to the development of China's technical skills can be inferred from an examination of mathematical education over the last decades and some insight into China's potential in the next generation can be gained by studying the way mathematics is being taught to the primary and middle school pupils of today For another the book examines the effects of Western mathematical concepts and teaching methods imported mainly from America during the Republican and Kuomintang periods and from Russia during the early Communist period on the ancient mathematical tradition embedded in Chinese culture The book also cites the lessons that the Chinese experience in this educational area may have for other developing countries Among the other subjects examined are the present effects of the Great Cultural Revolution on mathematics instruction and the extent to which courses in pure mathematics may have been diluted or tinctured by the introduction of political indoctrination the influence of Soviet models on the establishment of Olympiad competitions to seek out mathematical talent and of special schools for students with such talent the ways in which practical applications are being introduced into mathematics teaching the efforts the Chinese have made to solve their teacher shortage and the extent to which psychological processes of mathematics learning are being considered in developing programs of instruction

Handbook on the History of Mathematics Education Alexander Karp, Gert Schubring, 2014-01-25 This is the first comprehensive International Handbook on the History of Mathematics Education covering a wide spectrum of epochs and civilizations countries and cultures Until now much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars not least because it has been written in the language and for readers of an individual country And yet a historical overview however brief has become an indispensable element of nearly every dissertation and scholarly article This handbook provides for the first time a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education not only in their own countries but globally as well Although written primarily for mathematics educators this handbook will also be of interest to researchers of the history of education in general as well as specialists in cultural and even social history

China's Education and the Industrialised World Ruth Hayhoe, Marianne Bastid, 2017-12-12 This book first published in 1987 studies the practical and intellectual import of China's educational relations with the industrialised West

the Soviet Union and Japan On the practical level it provides a broad historical and philosophical context within which the possibilities and dangers inherent in China's educational involvement with developed countries may be considered The book tests the theory that education transfers from the developed to the developing world have been used to consolidate political domination and economic exploitation by providing a detailed and provocative historical analysis of China's relations with the major developed nations

Encyclopedia of Mathematics Education Louise Grinstein, Sally I. Lipsey, 2001-03-15 This single volume reference is designed for readers and researchers investigating national and international aspects of mathematics education at the elementary secondary and post secondary levels It contains more than 400 entries arranged alphabetically by headings of greatest pertinence to mathematics education The scope is comprehensive encompassing all major areas of mathematics education including assessment content and instructional procedures curriculum enrichment international comparisons and psychology of learning and instruction

Radicalism and Education Reform in 20th-Century China Suzanne Pepper, 2000-07-10 The first comprehensive book to cover the whole sweep of twentieth century Chinese education

Conception and Characteristics of Expert Mathematics Teachers in China Xinrong Yang, 2013-08-23 The superior performance of East Asian students in recent international studies of mathematics achievement has attracted the attention of educators and policy makers worldwide Xinrong 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

The Language of Mathematics Bill Barton, 2007-12-24 The book emerges from several contemporary concerns in mathematics language and mathematics education However the book takes a different stance with respect to language by combining discussion of linguistics and mathematics using examples from each to illustrate the other The picture that emerges is of a subject that is much more contingent much more relative much more subject to human experience than is usually accepted Another way of expressing this is that the thesis of the book takes the idea of mathematics as a human creation and using the evidence from language comes to more radical conclusions than most writers allow

China's Universities and the Open Door Ruth Hayhoe, 2016-07-22 Recent events in Tianamen Square have made such books abruptly important though in some aspects outdated This one examines reforms in higher education from before the republic to March 1988 and focuses on educational and economic relations with groups outside China and the effect the

reforms may *A History of Chinese Mathematics* Jean-Claude Martzloff, 2007-08-17 Since the end of the 19th century a number of specialised journals albeit with a large audience have regularly included articles on the history of Chinese mathematics while a number of books on the history of mathematics include a chapter on the subject Thus the progressive increase in our knowledge of the content of Chinese mathematics has been accompanied by the realisation that as far as results are concerned there are numerous similarities between Chinese mathematics and other ancient and medieval mathematics For example Pythagoras theorem the double false position rules Hero s formulae and Ruffini Harner s method are found almost everywhere As far as the reasoning used to obtain these results is concerned the fact that it is difficult to find rational justifications in the original texts has led to the reconstitution of proofs using appropriate tools of present day elementary algebra Consequently the conclusion that Chinese mathematics is of a fundamentally algebraic nature has been ventured However in recent decades new studies particularly in China and Japan have adopted a different approach to the original texts in that they have considered the Chinese modes of reasoning as these can be deduced from the rare texts which contain justifications By studying the results and the methods explicitly mentioned in these texts hand in hand this Chinese and Japanese research has attempted to reconstruct the conceptions of ancient authors within a given culture and period without necessarily involving the convenient but often distorting social and conceptual framework of present day mathematics

The Cambridge History of China: Volume 15, The People's Republic, Part 2, Revolutions Within the Chinese Revolution, 1966-1982 Roderick MacFarquhar, John K. Fairbank, Denis Crispin Twitchett, 1991-11-29 In continuing the post revolution study started in Volume 14 Volume 15 considers the developments in Mao s thoughts and how they related to China s government The most comprehensive account of this turbulent period in Chinese history *Social History of Nineteenth Century Mathematics* Mehrtens, Hendrik (Short form: Henk) Hendriks, Ivo Schneider, 2012-12-06 During the last few decades historians of science have shown a growing interest in science as a cultural activity and have regarded science more and more as part of the general developments that have occurred in society This trend has been less evident among historians of mathematics who traditionally concentrate primarily on tracing the development of mathematical knowledge itself To some degree this restriction is connected with the special role of mathematics compared with the other sciences mathematics typifies the most objective most coercive type of knowledge and therefore seems to be least affected by social influences Nevertheless biography institutional history and history of national developments have long been elements in the historiography of mathematics This interest in the social aspects of mathematics has widened recently through the study of other themes such as the relation of mathematics to the development of the educational system Some scholars have begun to apply the methods of historical sociology of knowledge to mathematics others have attempted to give a Marxist analysis of the connection between mathematics and productive forces and there have been philosophical studies about the communication processes involved in the production of mathematical knowledge An interest

in causal analyses of historical processes has led to the study of other factors influencing the development of mathematics such as the formation of mathematical schools the changes in the professional situation of the mathematician and the general cultural milieu of the mathematical scientist *Routledge Library Editions: Education in Asia* Various, 2021-07-14 This set of reissued books examines education in Asia from a variety of different angles From the westernisation of early twentieth century Chinese education to the impact of the Communist revolution to education and society in Korea to Asian women's experiences of education this set collects some key texts by a range of original thinkers

Journal for Research in Mathematics Education, 2012 *Using History to Teach Mathematics* Victor J. Katz, 2000-09-21 This volume examines how the history of mathematics can find application in the teaching of mathematics itself [Undergraduate Mathematics Education in the People's Republic of China](#) Lynn Arthur Steen, 1984 **Legacy of the Luoshu** Frank Swetz, 2008-06-16 A symbol of the Divine a good luck charm a cosmogram of the world order a template for fengshui through the ages the luoshu or magic square of order three has fascinated people of many different cultures In this riveting account of cultural detective work renowned mathematics educator Frank J Swetz relates how he uncovered the previously hidden [China without Mao](#) [electronic resource] Immanuel Chung-Yueh Hsü, 1990 **The Learning and Development of Mathematics Teacher Educators** Merrilyn Goos, Kim Beswick, 2021-04-07 Research in mathematics teacher education as a distinctive field of inquiry has grown substantially over the past 10-15 years Within this field there is emerging interest in how mathematics teacher educators MTEs themselves learn and develop Until recently there were few published studies on this topic and the processes by which mathematics teacher educators learn and the forms of knowledge they require for effective practice had not been systematically investigated However researchers in mathematics education are now beginning to investigate the development of MTE expertise and associated issues This volume draws on the latest research and thinking in this area is therefore timely to stimulate future development and directions It will survey the emerging field of inquiry in mathematics education combining the work of established scholars with perspectives of newcomers to the field with the aim of influencing development of the field invite cross cultural comparisons in becoming a mathematics teacher educator by highlighting issues in the development of MTEs in different countries and examine the roles of both mathematics educators and mathematicians in preparing future teachers of mathematics The primary audience will be university based mathematics teacher educators and MTE researchers and postgraduate research students who are seeking academic careers as MTEs Additional interest may come from teacher educators in disciplines other than mathematics and education policy makers responsible for accreditation and quality control of initial teacher education programs [Vita Mathematica](#) Ronald Calinger, 1996 Enables teachers to learn the history of mathematics and then incorporate it in undergraduate teaching

Fourth International Handbook of Mathematics Education M.A. (Ken) Clements, Berinderjeet Kaur, Thomas Lowrie, Vilma Mesa, Johan Prytz, 2024-11-19 This fourth international handbook discusses developments not recognized or

dealt with fully in the first three Springer Mathematics Education handbooks and tackles controversial issues in the field. After starting with a provocative introductory chapter which asks whether controversy is a healthy feature of international mathematics education, the four following sections cover: a mathematics education in Asia, b the roles of theory in research and practice, c equity and social justice, and d curriculum and change. These themes are taken up in 28 chapters by 60 authoritative authors from all continents. Each of the four sections is structured on the basis of past, present, and future aspects. Like the first three mathematics education handbooks, this handbook provides a very valuable resource for teachers, mathematics education practitioners and researchers, education policy makers and mathematicians, as well as graduate and undergraduate students.

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