

**ZMATH 2015a.00392**

**Li, Yeping; Qi, Chunxia; Wang, Ruilin**

**Lesson planning through collaborations for improving classroom instruction and teacher expertise.**

Li, Yeping (ed.) et al., How Chinese teach mathematics and improve teaching. London: Routledge (ISBN 978-0-415-89500-2/hbk; 978-0-415-89601-6/pbk; 978-0-203-11011-9/ebook). Studies in Mathematical Thinking and Learning Series, 83-97 (2013).

Summary: This chapter focuses on collaborative lesson planning as a practice that is valued in China for developing high-quality classroom instruction. The authors first provide a historical account of lesson planning development in China. Lesson planning, as a culturally valued activity, becomes part of teachers' regular practices through collaborations. In particular, the authors report two case studies to highlight the collaborative nature of Chinese lesson planning that includes shared responsibility, team work, and on-going mutual support.

*Classification:* D40 D30 C70

*Keywords:* lesson planning; classroom instruction