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Primary School Arithmetic in Hong Kong: Shall We Discard the Procedural Paradigm?

Chin. Univ. Educ. J. 25, No. 2, 63-80 (1997).

Analyzes three popular series of primary textbooks to provide a picture of how the current curriculum contributes to the roles of establishing proficiency in arithmetic and proceptual thinking as a foundation for learning algebra. Shows that textbooks emphasize procedural knowledge and neglect developing a conceptual understanding of mathematics. (ERIC)

Classification: F12