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Comparison of learning task lesson events between Australian and Shanghai lessons.

Shimizu, Yoshinori (ed.) et al., Mathematical tasks in classrooms around the world. Rotterdam: Sense Publishers (ISBN 978-94-6091-148-4/pbk; 978-94-6091-149-1/hbk; 978-94-6091-150-7/ebook). The Learner's Perspective Study 3, 119-144 (2010).

From the introduction: Via the comparison of the lessons between two different cultures (an Australian classroom and a Shanghai classroom), the author wants to investigate how the teaching in a learning task lesson event may contribute to the building of relationships between procedural and conceptual knowledge. There is no intention to claim that any examples will represent the characteristics of a specific culture. However, it is assumed that teachers based on their own experience and understanding of pedagogy will develop a consistent style of pedagogy conducive to learning in their own classes, in their own schools and in the learning culture promoted by the curriculum. Such personalised style carries traits of the teacher's pedagogical belief and regional cultural aspects. An example as such will represent qualitatively a case study which can be lens for a better understanding of the nature of the learning and teaching for different topics in different cultures. Contrasting cases of different topics in different cultures can help to make similarities and differences more explicit. Therefore, the learner's perspective study lesson sequences from an Australian school and a Shanghai school were compared with a focus on 'learning task lesson events' in this chapter.

Classification: C70 C60 C30

Keywords: learning task lesson events; teaching; procedural knowledge; conceptual knowledge; cultural influences