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**Promoting mathematical understanding: an examination of algebra instruction in Chinese and U.S. classrooms.**

Leung, Frederick Koon Shing (ed.) et al., Algebra teaching around the world. Rotterdam: Sense Publishers (ISBN 978-94-6209-706-3/hbk; 978-94-6209-705-6/pbk; 978-94-6209-707-0/ebook). The Learner's Perspective Study 5, 213-232 (2014).

From the text: We aimed to address this issue of teaching for understanding through exploring the following questions: indent=6mm

1. What are the intended goals Chinese and U.S. teachers wish to achieve in enhancing students' understanding?
2. What perceptions do Chinese and U.S. students have of their classroom instruction with regard to understanding?
3. What are the similarities and differences between Chinese and U.S. classrooms when algebra content is taught?

*Classification:* D33 D43 C73 C23

*Keywords:* algebra teaching; mathematical understanding; opportunities to learn; students' perception of instruction