

ZMATH 2014f.00235

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Pursuing mathematics classroom instruction excellence through teaching contests.

Li, Yeping (ed.) et al., Transforming mathematics instruction. Multiple approaches and practices. Cham: Springer (ISBN 978-3-319-04992-2/hbk; 978-3-319-04993-9/ebook). Advances in Mathematics Education, 383-406 (2014).

Summary: In this study, we focused on some of the teaching contests and features of mathematics classroom instruction excellence identified through teaching contests in the Chinese mainland. By taking a case study approach, we examined a prize-winning exemplary lesson that was awarded the top prize in a teaching contest at both the district and the city levels. The analyses of the exemplary lesson revealed important features of the lesson's content treatment, students' engagement, and the use of multiple methods to facilitate students' learning. These features are consistent with what the contest evaluation committees valued and what seven other mathematics expert teachers focused on in their comments. The Chinese teaching culture in identifying and promoting classroom instruction excellence through teaching contests is then discussed.

Classification: C70 B20

Keywords: Chinese classroom; classroom instruction analysis; exemplary lesson; instructional excellence; mathematics instruction; teaching contest

doi:10.1007/978-3-319-04993-9_21