

Using Lesson-Based Discussion to Improve Teaching Quality: A Case of Chinese Mathematics Teachers

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Abstract : Teachers' lesson-based discussions presume central to their effective learning to teach. Whether and to what extent such discussions offer opportunities for teachers to learn to teach effectively is worth a careful empirical examination. This study examines this assumption by drawing on lesson-based discussions and relevant curriculum materials from Chinese teachers in three urban schools. Their lesson-based discussions consistently focused on pedagogical content knowledge and offered specific and reasoned suggestions for teachers to refine their teaching practices. The mandated curriculum and their working language-mediated their lesson-based discussions.

Keywords : Chinese teachers, curriculum materials, lesson discussion, mathematics instruction

Conference Title : ICERTQ 2023 : International Conference on Education Reform and Teacher Quality

Conference Location : Barcelona, Spain

Conference Dates : October 23-24, 2023