

Comparison of Chinese and English mathematics teachers' technology use: An analysis from a sociocultural perspective

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Recent research shows that culture affects how individuals think and act. This case study aimed at investigating mathematics teachers' use of technology in their lessons, and to what extent this is related to their cultural experiences of learning. The data was generated from four Chinese and four English teachers through semi-structured interviews where detailed questions are formulated ahead of time. Content analysis of socio-cultural aspects in NVivo was used for the data analysis. The socio-cultural theory was particularly chosen as it helps us to examine how ideas and values are passed down to future generations. The results showed that although the previous teaching experience of Chinese and English mathematics teachers is similar in their group, a Chinese teacher's learning experience is quite different from an English mathematics teacher. In conclusion, these mathematics teachers teach as they are taught. Hence, we suggest further research investigating why this might be the case.

Keywords: case study; in-service mathematics teachers; sociocultural theory; technology use

Introduction

Mathematics education has taken a new direction as education becomes more and more technology-oriented. With recent development in educational tools, mathematics education is transforming from traditional teaching and practice methodology into a technology-integrated structure that focuses on linking mathematics to real-world concepts, considering the socio-cultural development of the individual, and helping to develop mathematical skills such as critical thinking and problem-solving (Killilea et al., 2014; Ministry of National Education, 2022).

A significant portion of the existing research on the role of technology in mathematics education has focused on the effects that technology may have on curriculum content or student learning (Kiru, 2018). On the other hand, there has been limited attention to the relationship between technology use and pedagogy, particularly in relation to impacts on mathematics teachers' professional development.

Some research on mathematics teachers' use of technology has included the following topics (Goos, 2005; Kiru, 2018; Saralar-Aras, 2022):

- Skills and previous experience of teachers in using technology;
- Time and opportunities to learn new technologies;
- Access to the hardware (computers and calculators), software, and computer laboratories;
- Availability of appropriate teaching materials;
- Technical support;
- Support from colleagues and school administration;

Socio Cultural Aspects On Mathematics Education An International Research Perspectives

**G.C. Leder, Erkki Pehkonen, Günter
Törner**



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Sociocultural Research on Mathematics Education Bill Atweh, Helen Forgasz, Ben Nebres, 2001 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education **Handbook of International**

Research in Mathematics Education Lyn D. English, David Kirshner, 2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress

Sociocultural Research on Mathematics Education Bill Atweh, Helen Forgasz, Ben Nebres, 2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues

and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education Second International Handbook of Mathematics Education Alan Bishop,M.A. (Ken)

Clements,Christine Keitel-Kreidt,Jeremy Kilpatrick,Frederick Koon-Shing Leung,2012-02-02 ALAN 1 BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995 Inevitably there were certain omissions some developments were only starting to emerge and some literatures were only sketchy and speculative However that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field on the gaps existing in our present knowledge on the current problems being faced and on the future possibilities for development Bishop et al 1996 Since that time there has been even more activity in our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals **Educational**

Paths to Mathematics Uwe Gellert,Joaquim Giménez Rodríguez,Corinne Hahn,Sonia Kafoussi,2015-05-18 This book offers fresh insight and understanding of the many ways in which children youth and adults may find their paths to mathematics The chapters of the volume offer and analyse promising new ways into mathematics The focus is on spaces and modalities of learning dialogue and inquiry embodiment and aesthetic experience information and communication technology and on the use of mathematics in public communication The chapters present new mathematical activities and conceptions enriching the repertoire of mathematics education practices Critical commentaries discuss the innovative potential of the new approaches to the teaching and learning of mathematics As a consequence the commentaries point to requirements and open issues in the field of research in mathematics education The volume is remarkably international Teachers and researchers from 14 countries authored 21 chapters and 7 commentaries The reader is invited to reflect on the particular effect of presenting avenues to mathematics contrived in diverse national settings in which the praxis of mathematics education might look different compared to what happens in the reader s place The book starts a series of sourcebooks edited by CIEAEM the Commission Internationale pour l Etude et l Amélioration de l Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education Beliefs: A Hidden Variable in Mathematics Education? G.C.

Leder,Erkki Pehkonen,Günter Törner,2002 This book focuses on aspects of mathematical beliefs from a variety of different perspectives Current knowledge of the field is synthesized and existing boundaries are extended The volume is intended for

researchers in the field as well as for mathematics educators teaching the next generation of students

Third International Handbook of Mathematics Education M.A. (Ken) Clements, Alan Bishop, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-11-15 The four sections in this Third International Handbook are concerned with a social political and cultural dimensions in mathematics education b mathematics education as a field of study c technology in the mathematics curriculum and d international perspectives on mathematics education These themes are taken up by 84 internationally recognized scholars based in 26 different nations Each of section is structured on the basis of past present and future aspects The first chapter in a section provides historical perspectives How did we get to where we are now the middle chapters in a section analyze present day key issues and themes Where are we now and what recent events have been especially significant and the final chapter in a section reflects on policy matters Where are we going and what should we do Readership Teachers mathematics educators ed policy makers mathematicians graduate students undergraduate students Large set of authoritative international authors

Journal for Research in Mathematics Education, 2013 **Researching the Socio-Political Dimensions of Mathematics Education** Paola Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

Proceedings of the Symposium on Social Aspects and Recreation Research, February 19-22, 1992, Ontario, California, 1992 The growing demand for recreation at the wildland urban interface throughout the United States poses new challenges for natural resource managers To enable resource managers and researchers to exchange information and ideas the first Symposium on Social Aspects and Recreation Research was held The format of the symposium offered various opportunities for interactive communication among attendees The proceedings contain a keynote address abbreviated versions of 27 oral presentations and summaries of sessions covering poster presentations simulated field trips and round table discussions Issues addressed include these access land stewardship and

ethics cultural diversity of recreationists service delivery strategies agency visitor interaction conflict partnerships and data collection techniques **Shifts in the Field of Mathematics Education** Peter Gates, Robyn Jorgensen

(Zevenbergen), 2014-11-02 Professor Stephen Lerman has been a leader in the field of mathematics education for thirty years. His work is extensive making many significant contributions to a number of key areas of research. Stephen retired from South Bank University in 2012 where he had worked for over 20 years though he continues to work at Loughborough University. In this book several of his long standing colleagues and collaborators reflect on his contribution to mathematics education and in so doing illustrate how some of Steve's ideas and interventions have resulted in significant shifts in the domain.

Ubiratan D'Ambrosio and Mathematics Education Marcelo C. Borba, Daniel C. Orey, 2023-06-24 This edited volume is written in memoriam of Professor Emeritus Ubiratan D'Ambrosio 1932-2021 who was a well known Brazilian mathematics educator and historian of mathematics. This book explores the diverse facets of D'Ambrosio's work as well as his legacy and the later adaptation of his ideas around the globe. It starts with a preface written by his son Alexandre D'Ambrosio who shares his personal experiences growing up with this father and his love for discovery. The book is then divided into four sections: Past and Future, Ubi's Way of Seeing Education in the Present, Roots of Ethnomathematics, Ethnomathematics in Action, Trends in Ethnomathematics. It features diverse points of view and experiences that explore mathematics and culture from researchers in the Americas, Africa, Europe and South Asia. Chapters range from personal explorations of D'Ambrosio's impact to broader views of his research and work. This book forms part of the growing understanding of Ubiratan D'Ambrosio's life, research and the legacy he has left for millions of researchers, students and teachers worldwide. This book is appealing to anyone involved in mathematics education research as well as those interested in the history and future of mathematics education. **New Mathematics Education Research and Practice** Jürgen Maasz, Wolfgang Schlöglmann, 2006

Mathematics education research has blossomed into many different areas which we can see in the programmes of the ICME conferences as well as in the various survey articles in the Handbooks. However all of these lines of research are trying to grapple with a common problem: the complexity of the process of learning mathematics. Although our knowledge of the process is more extensive and deeper despite the fragmented nature of research in this area there is still a need to overcome this fragmentation and to see learning as one process with different aspects. To overcome this fragmentation this book identifies six themes: 1 mathematics culture and society 2 the structure of mathematics and its influence on the learning process 3 mathematics learning as a cognitive process 4 mathematics learning as a social process 5 affective conditions of the mathematics learning process 6 new technologies and mathematics learning. This book is addressed to all researchers in mathematics education. It gives an orientation and overview by addressing some carefully chosen questions on what is going on and what are the main results and questions; what are important books or papers if further information is needed.

Researching Mathematics Education in South Africa Renuka Vithal, Jill Adler, Christine Keitel, 2005 Reflecting on the

theoretical and ideological work that has contributed to the growth of mathematics education research in South Africa this study provides a historical analysis of forces that have changed and shaped mathematics curricula over the years The themes researched and explored include radical pedagogy progressive classroom practices ethnomathematics and South African mathematics education research within both its local and international contexts

Mathematics Education in Different Cultural Traditions- A Comparative Study of East Asia and the West Frederick Koon-Shing Leung,Klaus-D.

Graf,Francis J. Lopez-Real,2006-08-02 The idea of the ICMI Study 13 is outlined as follows Education in any social environment is influenced in many ways by the traditions of these environments This study brings together leading experts to research and report on mathematics education in a global context Mathematics education faces a split phenomenon of difference and correspondence A study attempting a comparison between mathematics education in different traditions will be helpful to understanding this phenomenon

International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Mathematics Education as a Research Domain: A Search for Identity Anna Sierpinska,Jeremy Kilpatrick,2014-02-19

African Indigenous Knowledge and the Sciences Gloria Emeagwali,Edward Shizha,2016-07-08 This book is an intellectual journey into epistemology pedagogy physics architecture medicine and metallurgy The focus is on various dimensions of African Indigenous Knowledge AIK with an emphasis on the sciences an area that has been neglected in AIK discourse The authors provide diverse views and perspectives on African indigenous scientific and technological

knowledge that can benefit a wide spectrum of academics scholars students development agents and policy makers in both governmental and non governmental organizations and enable critical and alternative analyses and possibilities for understanding science and technology in an African historical and contemporary context Science Education for Diversity Nasser Mansour,Rupert Wegerif,2013-06-18 Reflecting the very latest theory on diversity issues in science education including new dialogic approaches this volume explores the subject from a range of perspectives and draws on studies from around the world The work discusses fundamental topics such as how we conceptualize diversity as well as examining the ways in which heterogeneous cultural constructs influence the teaching and learning of science in a range of contexts Including numerous strategies ready for adoption by interested teachers the book addresses the varied cultural factors that influence engagement with science education It seeks answers to the question of why increasing numbers of students fail to connect with science education in schools and looks at the more subtle impact that students individually constructed identities have on the teaching and learning of science Recognizing the diversity of its audience the book covers differing levels and science subjects and examines material from a range of viewpoints that include pedagogy curricula teacher education learning gender religion and ICT as well as those of in service and trainee teachers at all levels **The First Sourcebook on Nordic Research in Mathematics Education** Bharath Sriraman,Simon Goodchild,Christer Bergsten,Gudbjorg Palsdottir,Lenni Haapasalo,Bettina Dahl Søndergaard,2010-09-01 The First Sourcebook on Nordic Research in Mathematics Education Norway Sweden Iceland Denmark and contributions from Finland provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world The book is organized in sections co ordinated by active researchers in mathematics education in Norway Sweden Iceland Denmark and Finland The purpose of this sourcebook is to synthesize and survey the established body of research in these countries with findings that have influenced ongoing research agendas informed practice framed curricula and policy The sections for each country also include historical articles in addition to exemplary examples of recently conducted research oriented towards the future The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside the Nordic countries

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