

Mathematics Education – An Asian Perspective

Series editors

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Aims and Scope

Mathematics Education – An Asian Perspective facilitates high quality publications on rigorous aspects of mathematics education in Asia. This will be achieved by producing thematic books that capture knowledge and practices on mathematics education in Asia from both the insider and outsider perspectives. The series helps to establish a much needed Asian perspective to mathematics education research in the international landscape.

Over the last decade or so, several international comparative studies have shed light on systems of schooling that were otherwise not very much sought after. Several educational systems in Asia, in particular East Asia have consistently produced stellar outcomes for mathematics in both TIMSS and PISA despite the fact that both studies measure achievement in mathematics in distinct ways that are very much orthogonal to each other, while other Asian systems have not been able to replicate the same level of success. Though one may occasionally chance upon a publication on some aspect of mathematics education in Asia, there appears to be in general a dearth of publications on mathematics education in Asian countries from the perspectives of scholars from Asia. Hence it is apparent that there is a gap in the availability of knowledge on mathematics education from the region in the international space.

This series has a wide scope with emphasis on relevancy and timeliness. It encompasses the general trends in educational research such as theory, practice and policy. Books in the series are thematic and focus both on macro and micro topics. An example of a themed book on a macro topic could be one on “School mathematic curricula – An Asian perspective” while a themed book on a micro topic could be one on “The pedagogy of ‘simultaneous equations’ in Asian classrooms”.

More information about this series at <http://www.springer.com/series/11679>

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Professional Development of Mathematics Teachers

An Asian Perspective

 Springer

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Contents

| | | |
|---|---|-----------|
| 1 | Mathematics Teacher Professional Development: An Asian Perspective | 1 |
| | Yew Hoong Leong, Berinderjeet Kaur and Oh Nam Kwon | |
| Part I Policies, Structures, Frameworks and Contexts | | |
| 2 | Professional Development of Secondary Mathematics Teachers in Mainland China | 17 |
| | Rongjin Huang, Lijun Ye and Kyle Prince | |
| 3 | The Endless Long-Term Program of Mathematics Teacher Professional Development in Indonesia | 33 |
| | Yaya S. Kusumah and Farida Nurhasanah | |
| 4 | Lesson Study: The Fundamental Driver for Mathematics Teacher Development in Japan | 47 |
| | Akihiko Takahashi | |
| 5 | Towards Balancing Knowledge and Practice of In-Service Mathematics Teacher Education Program in Korea | 63 |
| | Oh Nam Kwon, Jung Sook Park, Jaehee Park and Jee Hyun Park | |
| 6 | Profiling Mathematics Teacher Professional Development in Malaysia | 77 |
| | Chin Mon Chiew and Chap Sam Lim | |
| 7 | Congruence Between Context and Opportunities for Professional Development of Mathematics Teachers in the Philippines | 89 |
| | Debbie Verzosa, Maria Theresa Tulao-Fernando and Catherine Vistro-Yu | |
| 8 | Professional Development of Mathematics Teachers in Singapore | 97 |
| | Berinderjeet Kaur and Lai Fong Wong | |

| | | |
|----------|--|------------|
| 9 | Mathematics Teachers Professional Development in Taiwan | 109 |
| | Fou-Lai Lin and Yu-Ping Chang | |

Part II Innovative Professional Development Programs in Asia

| | | |
|-----------|---|------------|
| 10 | Constraints and Affordances in Bringing About Shifts in Practice Towards Developing Reasoning in Mathematics: A Case Study | 121 |
| | Ruchi S. Kumar and K. Subramaniam | |
| 11 | A Community-Based, Practice-Oriented Teacher Professional Development Program: Changes in Teaching Culture in Korea | 141 |
| | Oh Nam Kwon, Jee Hyun Park, Jung Sook Park and Jaehee Park | |
| 12 | Classroom as a Site for Teacher Learning: Emergence of a Paradigm Shift in Mathematics Teacher Education in Pakistan. | 159 |
| | Anjum Halai | |
| 13 | Teaching for Metacognition Project: Construction of Knowledge by Mathematics Teachers Working and Learning Collaboratively in Multitier Communities of Practice. | 169 |
| | Berinderjeet Kaur, Divya Bhardwaj and Lai Fong Wong | |
| 14 | Boundary Objects Within a Replacement Unit Strategy for Mathematics Teacher Development | 189 |
| | Yew Hoong Leong, Eng Guan Tay, Tin Lam Toh, Romina Ann Soon Yap, Pee Choon Toh, Khiok Seng Quek and Jaguthsing Dindyal | |
| 15 | Facilitating Professional Growth of Taiwanese In-service Mathematics Teachers Through an Innovative School-Based Program | 209 |
| | Fou-Lai Lin, Hui-Yu Hsu and Jian-Cheng Chen | |
| 16 | School-Based In-service Mathematics Teachers' Professional Development: Designing Diagnostic Conjecturing Activities. | 223 |
| | Jian-Cheng Chen and Fou-Lai Lin | |

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Series Editors' Introduction

The second volume of the book series *Mathematics Education: An Asian Perspective*, entitled, “Professional Development of Mathematics Teachers: An Asian Perspective” and edited by Berinderjeet Kaur, Oh Nam Kwon and Leong Yew Hoong offers a counterpart to the extensive corpus of literature on the same topic that has been dominated by scholars from the Western countries. This volume is a worthy contribution to mathematics education literature especially relevant to Asian teachers and students. As envisioned, it provides a rich source of information and analyses that could only be rightfully written by scholars from Asia for scholars in Asia.

The book is the first to present substantial contributions from scholars in Asia in the area of professional development of mathematics teachers in their respective countries. A synthesis of the contributions by the editors sheds valuable light on how approaches to the professional development of mathematics teachers uniquely resemble or differ from those in the West. The book also provides scholars from non-English-speaking and underrepresented Asian countries the opportunity to engage in discourse with other scholars in the field.

There is no doubt that this book contributes towards narrowing the gap in the availability of knowledge on the development of mathematics teachers in Asia in the international space. We hope the readers will find it enjoyable and the researchers a valuable resource.

Singapore
Philippines

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