

KNOWING AND TEACHING ELEMENTARY MATHEMATICS MA LIPING%0A

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Knowing and Teaching Elementary Mathematics describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers, and suggests why such knowledge seems more common in China than in the United States, despite the fact that Chinese teachers have less formal education than their U.S. counterparts.

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[Book Review: Knowing and Teaching Elementary Mathematics ...](#)

Humanistic Mathematics Network Journal Issue 23 Article 10 9-1-2000 Book Review: Knowing and Teaching Elementary Mathematics by Liping Ma Roger Howe [Knowing and Teaching Elementary Mathematics: Teachers ...](#)

The central message of Liping Ma's book is that, compared to their American counterparts, Chinese teachers have a deeper and more coherent knowledge of elementary mathematics, which will be reflected in the relative mathematical achievement of Chinese and American children. But the book focuses mainly upon teachers' knowledge of, and attitudes towards, elementary mathematics. In this

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"Ma's book is a significant contribution to mathematics education because it begins to tackle the important and complex question of 'what is mathematical knowledge for elementary teaching'. In doing so, she helps us to understand elementary mathematics as a complex and demanding subject that is to be taken seriously."

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Knowing and Teaching Elementary Mathematics by Liping Ma

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Knowing and Teaching Elementary Mathematics

Knowing and Teaching Elementary Mathematics
Reviewed by Roger Howe
Knowing and Teaching Elementary Mathematics: Teachers Understanding of Fundamental Mathematics in China and the United States
Liping Ma
Lawrence Erlbaum Associates, Inc., 1999
Cloth, \$45.00, ISBN 0-8058-2908-3
Softcover, \$19.95, ISBN 0-8058-2909-1
Notation: The reviewer will refer to the book under review as KTEM. For all who

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K AND T ELEMENTARY MATHEMATICS - DePaul University

able new book written by Liping Ma.1 The basic format of the book is simple. Each of the first four chapters opens with a standard topic in elementary school mathematics, presented as a part of a situation that would arise naturally in a classroom. These scenarios are followed by extensive discussion by teachers regarding how they would handle each problem, and this discussion is