

A SURVEY ON PRIMARY SCHOOL MATHEMATICS TEACHERS’ COGNITION OF MATHEMATICS CORE LITERACY IN THE CONTEXT OF CHINESE CURRICULUM REFORM

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This study aims to survey primary school mathematics teachers’ understanding of MCL and the factors that influence teachers’ understanding in rural areas through questionnaires. This study re-examines the rationality of the framework of MCL for primary school students, provides empirical evidence for the change of mathematics teachers’ belief system and puts forward some useful suggestions to strengthen teachers’ understandings of MCL in rural areas.

MAIN SECTION

Introduction: This study takes Meixian District as an example to explore primary school mathematics teachers’ conceptions of MCL and the influential factors that help form their conceptions. Meixian District belongs to Meizhou city which is a small city in Guangdong Province. There are 62 primary schools and more than 2000 primary school teachers in this district. Most of the schools are located in rural areas.

Theoretical Framework:

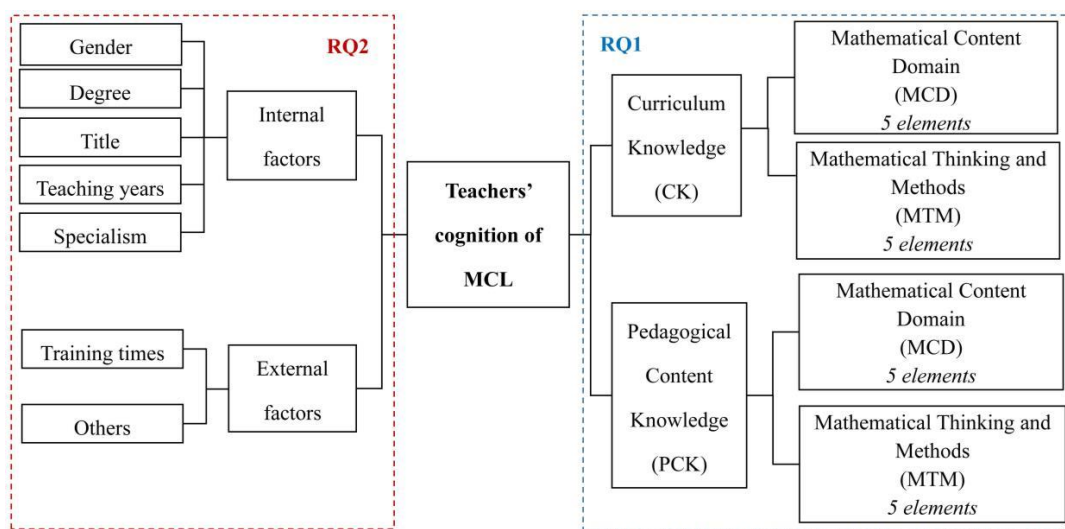


Figure 1. The framework of teachers’ cognition of MCL (Based on Cao (2017); Clarke and Hollingsworth (2002))

Research Questions: 1. What is primary school mathematics teachers’ cognitive level of MCL? 2. What are the main factors that influence primary school mathematics teachers’ cognition of MCL?

Research Method: Self-designed questionnaire based on MCSCE2011 and Cao (2017)

References

Cao, P. (2017). Primary school mathematics core literacy and its basic path of cultivation. *Curriculum, Teaching Material and Method*, 37(02), 74-79 (in Chinese).

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and teacher education*, 18(8), 947-967.