



Announcing

**A Mathematics Seminar
March 9, 2009 at 4:00 pm
SH 303**

at The University of Southern Mississippi

Speaker: Lingqi Meng

Department of Educational Theory, Policy, and Practice
Louisiana State University

Title: Constructivism, Culture, and NCTM's Math Standards

Abstract:

The dramatic success of Asian countries such as China, South Korea, and Japan in international comparisons has focused attention on the possibility of importing teaching practice and curricula from these countries to the U.S. (Fan, Wong, Cai, & Li, 2004). However, researchers recognize the way in which proposed teaching practices are implemented depends, in part, on the cultural lenses through which those practices are interpreted and understood (Thomas, 1997; Phuong, Terlouw, & Pilot, 2006). This dissertation study investigates the influence of the indigenous cultures of the U.S. and China on math teacher's understandings of Constructivism – the theoretical perspective most closely associated with recommended teaching practices in both countries. A cultural model for each country was developed drawing from notions of individualism and behaviorism in the U.S. and from Confucian and Taoist texts in China. A questionnaire was developed to probe the cultural assumptions of 30 teachers in each country, and the influence of those cultural values on the interpretation of learning and teaching processes. Six teachers in each country are being interviewed to more closely interpret cultural meanings. This talk will focus on the goals and methods of the research. The research reported in this talk was supported by a grant from the Society for the Psychological Study of Social Issues.

Further Information

Further details and information about this and other departmental activities is available online at http://www.math.usm.edu/bulletin_board/.