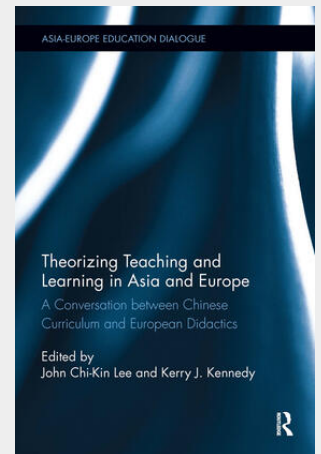


Lee / Kennedy

## Theorizing Teaching and Learning in Asia and Europe

A Conversation between Chinese Curriculum and European Didactics

There has been much debate in recent times between the Anglo American tradition of curriculum studies and the Continental and North European tradition of didactics (Didaktik). As important as such debate has been, this book seeks to add new voices to the debate representing ideas and traditions from a different part of the world. The focus is on Chinese curriculum thinking that has passed through a number of stages and currently represents a blend of some aspects of the American tradition and Chinese cultural traditions. How does Chinese thinking about curriculum, teaching and learning resonate with European didactic traditions and what are the implications for theorizing an expanded field of curriculum studies? This book deliberately transcends borders and cultures to explore new territory, to provide a platform for open dialogue and to open up new areas of investigation. Chapters include, - Curriculum Reform and Research in China: A Social-Historical Perspective - What Mathematics Did Teachers Learn? Comparison of the School and the Pre-Service Teacher Mathematics Curricula in Germany and Taiwan - Living in Parallel Worlds: A Transatlantic Dialogue between General Didactics and Instructional Design



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