Students’ early mathematics learning: issues in linguistic, conceptual, and curricular supports

Yeping Li
Department of Teaching, Learning and Culture, Texas A&M University

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Abstract: Providing students with adequate support in early mathematics learning is critically important but challenging, especially when considering factors beyond mathematics itself. In this talk, I will highlight some issues in linguistic, conceptual, and curricular supports that can be illustrated through analyzing the major early numerical aspects (single-digit and multidigit addition and subtraction) in some Chinese and US textbooks. Gaining a better understanding of these issues can help further discussion about creating and providing various learning supports to students with diverse linguistic and cultural background.

Yeping Li is a Professor of Mathematics Education, holder of the Claude H. Everett, Jr. Endowed Chair in Education, and Head of the Department of Teaching, Learning and Culture at Texas A&M University. He is the editor-in-chief of the "International Journal of STEM Education" published by Springer, and also the editor of a monograph series "Advances in STEM Education" published by Springer and another series "Mathematics Teaching and Learning" published by Sense Publishers. In addition to co-editing over 10 books and special journal issues, he has published more than 100 articles that focus on mathematics curriculum and textbook studies, teachers and teacher education, and classroom instruction.