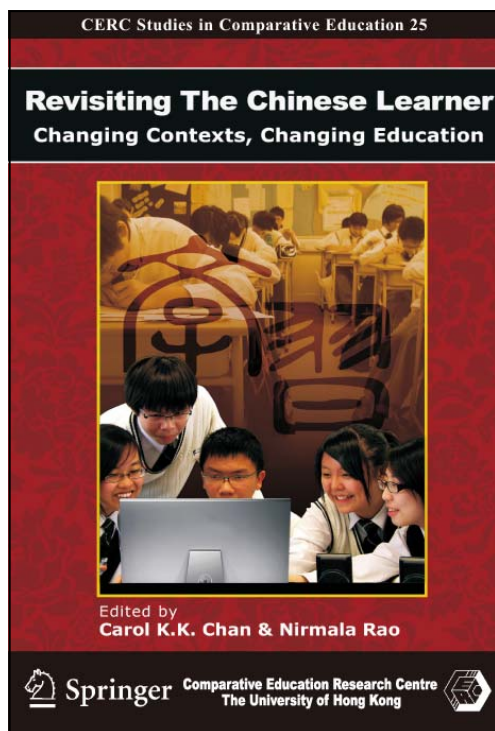


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This book, which extends pioneering work on Chinese learners in two previous volumes, examines teaching and learning in Chinese societies and advances understanding of 'the Chinese learner' in changing global contexts. Given the burgeoning research in this area, pedagogical shifts from knowledge transmission to knowledge construction to knowledge creation, wide-ranging social, economic and technological advances, and changes in educational policy, *Revisiting the Chinese Learner* is a timely endeavor.

The book revisits the paradox of the Chinese learner against the background of these educational changes; considers how Chinese cultural beliefs and contemporary change influence learning; and examines how Chinese teachers and learners respond to new educational goals, interweaving new and old beliefs and practices. Contributors focus on both continuity and change in analyzing student learning, pedagogical practice, teacher learning and professional development in Chinese societies. Key emerging themes emphasize transcending dichotomies and transforming pedagogy in understanding and teaching Chinese learners. The book has implications for theories of learning, development and educational innovation and will therefore be of interest to scholars and educators around the world who are changing education in their changing contexts.

Carol K.K. Chan is an Associate Professor in the Faculty of Education at The University of Hong Kong. Her research areas include learning, cognition and instruction, computer-supported knowledge building and teacher communities for classroom innovation. She has published in leading journals in these areas and won international research awards on knowledge building conducted in Chinese classrooms. Dr Chan has received Outstanding Teaching Awards from both her Faculty and University. She is currently Co-Director of a Strategic Research Theme on Sciences of Learning at The University of Hong Kong.

Nirmala Rao is a Professor in the Faculty of Education at The University of Hong Kong. She is a Developmental and Educational Psychologist whose research focuses on early childhood development and education. She has published widely in these areas and has engaged in policy relevant child development research in several countries in the region. She has also been actively involved, at the international level, in several professional organizations concerned both with the well-being of young children and research on early child development.

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