ScholarOne - A STUDY ON HIGH SCHOOL TEACHERS’ RECOGNITION OF MATHEMATICS QUESTIONS IN THE CHINESE COLLEGE ENTRANCE EXAMINATION UNDER THE CONNECTION OF TEACHING AND EXAMINATION

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Abstract

High school teachers’ understanding and recognition of the examination questions affect the quality of teaching. Three dimensions constitute the test acceptance: high school teachers’ recognition of the difficulty of the Chinese Mathematics College Entrance Examination, recognition of innovative question types and satisfaction of students’ answer questions. Through questionnaires and interview surveys, teachers’ recognition of the examination questions was analyzed comprehensively. There are significant differences in the recognition of test difficulty and innovative question types among teachers from different regions and different ages. Based on the connection between teaching and examination, this paper puts forward some discussions on mathematics teaching in senior high school and Chinese Mathematics College Entrance Examination questions.

A study on High School Teachers’ Recognition of Mathematics Questions in the Chinese College Entrance Examination under the Connection of Teaching and Examination

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The Ethics approval statement
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