

Introduction

This study aims to investigate the changes and developments in mathematics curricula, which approved by the Ministry of Education for teaching mathematics during the period (1964-1999). It also aims at highlighting the feature of every period of development and to review the reasons that lead to such development.

The study has the aim to answer the following questions:

1. What are the developments that the learning objectives of mathematics curricula in Jordan have witnessed during the period (1964-1999) ?
2. What are the developments that the mathematical content of mathematics curricula in Jordan have witnessed during the period (1964-1999) ?
3. What are the developments that the instruction methods of mathematics curricula in Jordan have witnessed during the period (1964-1999)?
4. What are the developments that the evaluation methods of mathematics curricula in Jordan have witnessed during the period (1964 –1999)?

The first chapter of the study describes some facts about Jordan, the educational system, and instructional plans for teaching mathematics, which was approved by MOE during the period (1964-1999), the need for developing mathematics curricula, and statement and significance of the study with the questions mentioned above, and includes the limitation of the study.

The second Chapter includes on a review of literature through display the international development of mathematics curriculum and relative studies, the development of mathematics education in Germany, and the development of mathematics curriculum and relative studies in the Arab World, especially in Jordan.

Chapter three describes the methodology and procedures which are used: the analysis method, (analysis procedures of content mathematics curricula, analysis tool), and the interview: (sample, interview procedures, tool, and procedures of interview analysis).

Chapter four: contains the findings of the study represented with the analysis results of mathematics curriculum according to the study questions, the results of content analysis of Mathematics curricula according to the “Principles and Standards for School Mathematics” which issued by NCTM, the response and opinion of interview sample to the items of a study tool (questionnaire).

Chapter five: Include discussion of the findings and the results of the study according to the study question, and investigate the characteristics and the reasons behind the development witnessed by the curricula of mathematics in Jordan during the period (1964-1999).

The main analysis results of mathematics curriculum which approved by MOE in Jordan, and the opinions of the interview sample are concentrated on discussion and investigation the development characteristics of learning objectives of teaching mathematics, mathematical content, instructional and evaluation methods of teaching mathematics, according to the “Principles and Standards for School Mathematics”, and through division the whole period into three sub-periods.

The curriculum documents (in English translation), the NCTM standards, and other data with additional information – among other things the results of the interviews – are arranged as appendix 1 to appendix 10.

This study is significant as being one of the rare attempts in Jordan to explore the development of mathematics curricula. The study is also unique in the length of the period it has chosen, 1964-1999. As such, it can be referred to as a historical source for the evolution of mathematics curricula in Jordan, so that scholars benefit from its analysis and historical documentation of the period of the development of these curricula. It is also beneficial to the writers of school textbooks since it provides a list of universal standards used to analyze the mathematical content of curricula. These are attached in a short section as “recommendations”.