
Journals of Interest - Mathematics and Science Education

September 2017

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Educational Researcher

[Volume 46, Issue 6](#)

Thirteenth Annual Brown Lecture in Education Research: Public Education and the Social Contract: Restoring the Promise in an Age of Diversity and Division

Marta Tienda.

Dynamic Measurement Modeling: Using Nonlinear Growth Models to Estimate Student Learning Capacity

Denis G. Dumas, Daniel M. McNeish.

Educative Curriculum Materials: Uptake, Impact, and implications for Research and Design

Elizabeth A. Davis, Annemarie Sullivan Palincsar, P. Sean Smith, Anna Maria Arias, Sylvie M. Kademian.

Replicated Evidence of Racial and Ethnic Disparities in Disability Identification in U.S. Schools

Paul L. Morgan, George Farkas, Marianne M. Hillemeier, Steve Maczuga.

Coaching for Coherence: How Instructional Coaches Lead Change in Evaluation Era

Sarah L. Woulfin, Jessica G. Rigby.

The Role of MTurk in Education Research: Advantages, Issues, and Future Directions

D. Jake Follmer, Rayne A. Sperling, Hoi K. Suen.

Corrigendum

[Volume 46, Issue 7](#)

Representation and Salary Gaps by Race-Ethnicity and Gender at Selective Public Universities

Diyi Li, Cory Koedel.

Relationships Between Instructional Quality and Classroom Management for Beginning Urban Teachers

Andrew Kwok.

Failed Citizenship and Transformative Civic Education

James A. Banks

The Sensitivity of Teacher Performance Ratings to the Design of Teacher Evaluation Systems

Matthew P. Steinberg, Matthew A. Kraft.

Racial Attitudes of PreK-12 and Postsecondary Educators: Descriptive Evidence From Nationally Representative Data

David M. Quinn.

Journal of Research in Science Teaching

[Volume 54, Issue 8](#)

**Issue Information | Version of Record online: 12 SEP 2017 | DOI:
[10.1002/tea.21363](https://doi.org/10.1002/tea.21363)**

Improving Chinese junior high school students' ability to ask critical questions

Xiao Huang, Norman G. Lederman, Chaojing Cai.

Second graders' emerging particle models of matter in the context of learning through model-based inquiry

Ala Samarapungvan, Lynn Bryan, Jamison Wills.

A construct-modeling approach to develop a learning progression of how students understand the structure of matter

Linda Morell, Tina Collier, Paul Black, Mark Wilson.

Bridging the design-science gap with tools: Science learning and design behaviors in a simulated environment for engineering design

Jie Chao, Charles Xie, Saeid Nourian, Guanhua Chen, Siobhan Bailey, Molly H. Goldstein, Senay Purzer, Robin S. Adams, M. Shane Tutwiler.

To what extent does current scientific research and textbook content align? A methodology and case study

Andrea M. K. Bierema, Renee S. Schwartz, Sharon A. Gill.

International Journal of Science Education

[Volume 39, Issue 12](#)

Middle school students' learning of mechanics concepts through engagement in different sequences of physical and virtual experiments

Sarah Sullivan, Dana Gnesdilow, Sadhana Puntambekar, Jee-Seon Kim.

Developing an approach for teaching and learning about Lewis structures

Ilana Kaufmann, Karim M. Hamza, Carl-Johan Rundgren, Lars Eriksson.

Responses to different types of inquiry prompts: college students' discourse, performance, and perceptions of group work in an engineering class

Meena M. Balgopal, Anne Marie A. Casper, Rebecca A. Atadero, Karen E. Rambo-Hernandez.

Investigating the impact of automated feedback on students' scientific argumentation

Mengxiao Zhu, Hee-Sun Lee, Ting Wang, Ou Lydia Liu, Vinetha Belur, Amy Pallant.

The effect of inquiry-based learning experiences on adolescents' science-related career aspiration in the Finnish context

Jingoo Kang, Tuula Keinonen.

Transformation of topic-specific professional knowledge into personal pedagogical content knowledge through lesson planning

Anita Stender, Maja Brückmann, Knut Neumann.

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Teacher perspectives on specialization in the elementary classroom: implications for science instruction

Susan Poland, Amanda Colburn, David E. Long.

The development of elementary teacher identities as teachers of science

Sarah J. Carrier, Ashley N. Whitehead, Temple A. Walkowiak, Sarah C. Luginbuhl, Margareta M. Thomson.

An analysis of the questions proposed by elementary pre-service teachers when designing experimental activities as inquiry

Marta Cruz-Guzmán, Antonio García-Carmona, Ana M. Criado.

Exploring science teachers' perceptions of experimentation: implications for restructuring school practical work

Bing Wei, Xiaoxiao Li.

Generative mechanistic explanation building in undergraduate molecular and cellular biology

Katelyn M. Southward, Melissa R. Espindola, Samantha D. Zaepfel, Molly S. Bolger.

When ‘we wish they knew’ meets ‘I want to know’

P. Sean Smith, Jennifer A. Torsiglieri, R. Keith Esch, Joan D. Pasley.

The influence of causal knowledge on the willingness to change attitude towards climate change: results from an empirical study

Giulia Tasquier, Francesca Pongiglione.

Journal of College Science Teaching

[Vol. 47, No. 1](#)

Two Departments, Two Models of Interdisciplinary Peer Learning

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A Serendipitous Benefit of a Teaching-Exploration Program at a Large Public University: Creating a STEM Workforce That Supports Teachers and Public Education

Hannah Whang-Sayson, Janice C. Daniel, Arlene A. Russell.

Improving Undergraduate Climate Change Literacy Through Writing: A Pilot Study

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Issues with Tissues: A Tale of Gameful Learning in an Introductory Undergraduate Biology Laboratory Course

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An Integrated Approach to Training Graduate Teaching Assistants

Maria Teresa Gallardo-Williams, Lori Marie Petrovich.

Research and Teaching: Writing to Learn in the Natural Sciences: Does Source Material Matter?

Heather Rebecca Christensen, Andrew Rasmussen.

Research and Teaching: Integrating Lecture and Laboratory in Health Sciences Courses Improves Student Satisfaction and Performance

Kevin Finn, Kathleen FitzPatrick, Zi Yan.

Research and Teaching: Delivery of Summative Assessment Matters for Improving At-Risk Student Learning

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Research and Teaching: The Impact of a Four-Step Laboratory Pedagogical Framework on Biology Students' Perceptions of Laboratory Skills, Knowledge, and Interest in Research

Jacqueline Shea McLaughlin, David E. Favre, Suzanne E. Weinstein, Christine M. Goedhart.

Two-Year Community: Resolving Misconceptions Through Student Reflections

Mangala Tawde, Dona Boccio, Kevin Kolack.

Case Study: Puttin' On the Ritz: How to Put Science Into Cases

Clyde Freeman Herreid.

**International Journal of Research in Undergraduate
Mathematics Education**

[Volume 3, Issue 3](#)

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**The (Homo)morphism Concept: Didactic Transposition, Meta-Discourse
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Thomas Hausberger.

**Taking the Sociopolitical Turn in Postsecondary Mathematics Education
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Who's There? A Study of Students' Reasoning about a Proof of Existence

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**On the Importance of Set-Based Meanings for Categories and Connectives
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Paul Christian Dawkins.

Journal of Mathematics Teacher Education

[Volume 20, Issue 5](#)

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Uses of video in understanding and improving mathematical thinking and teaching

Alan H. Schoenfeld.

Mathematics, lenses, and videotapes: a framework and a language for developing reflective practices of teaching

Ronnie Karsenty, Abraham Arcavi.

Video as a tool for focusing teacher self-reflection: supporting and provoking teacher learning

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Mathematics teachers' self-captured video and opportunities for learning

Miriam Gamoran Sherin, Elizabeth B. Dyer.

Including students' diverse perspectives on classroom interactions into video-based professional development for teachers

Anna- Marietha Vogler, Susanne Prediger.