
 Journals of Interest - Mathematics and Science Education

October 2017

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Educational Studies in Mathematics

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Research-based interventions in the area of proof: the past, the present, and the future

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Fostering empirical examination after proof construction in secondary school geometry

Kotaro Komatsu.

Analysis of the cognitive unity or rupture between conjecture and proof when learning to prove on a grade 10 trigonometry course

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Enhancing students' mathematical reasoning in the classroom: teacher actions facilitating generalization and justification

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Affecting the flow of a proof by creating presence-a case study in Number Theory

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Cultural analysis of mathematical content in teacher education: the case of Elementary Arithmetic Theorems

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Multimedia resources designed to support learning from written proofs: an eye-movement study

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Changing classroom culture, curricula, and instruction for proof and proving: how amenable to scaling up, practicable for curricular integration, and capable of producing long-lasting effects are current interventions?

Elena Nardi, Eric Knuth.

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Conceptualising the more knowledgeable other within a multidirectional ZPD

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Observing and analyzing children's mathematical development, based on action theory

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Teaching multidigit multiplication: combining multiple frameworks to analyse a class episode

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Pre-service teachers' flexibility with referent units in solving a fraction division problem

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History of mathematics in secondary school teachers' training: towards a nonviolent mathematics education

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Alienation in mathematics education: a problem considered from neo-Vygotskian approaches

Luis Radford, Wolff-Michael Roth.

Book Review: Approaches to qualitative research in mathematics education: Examples of methodology and methods, edited by Angelika Bikner-Ahsbals, Christine Knipping, & Norma Presmeg. (2015)

Keith Jones, Chronoula Voutsina.

Book review Editor's comment

Gail FitzSimons.

Mathematical Thinking and Learning

[Volume 19, Issue 4](#)

MTL Editorial

Lyn English Editor.

Elementary Preservice Teachers' Transitional Conceptions of Partitive Division with Proper-Fraction Divisors

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Using Learning Trajectories for Teacher Learning to Structure Professional Development

Anna E. Bargagliotti, Celia Rousseau Anderson.

Spontaneous Focusing on Quantitative Relations: Towards a Characterization

Tine Degrande, Lieven Verschaffel, Wim Van Dooren.

***Change and Invariance: A Textbook on Algebraic Insight into Numbers and Shapes* by Ilya Sinitsky & Bat-Sheva Ilany**

Peter Sullivan.

Journal of Research in Science Teaching

[Volume 54, Issue 9](#)

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Toward a durable prevalence of scientific conceptions: Tracking the effects of two interfering misconceptions about buoyancy from preschoolers to science teachers

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A metasynthesis of the complementarity of culturally responsive and inquiry based science education in K-12 settings: Implications for advancing equitable science teaching and learning.

Julie C. Brown.

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Peter Paprzycki, Nicole Tuttle, Charlene M. Czerniak, Scott Molitor, Joan Kadervaek, Robert Mendenhall.

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Teaching aquatic science as inquiry through professional development: Teacher characteristics and student outcomes

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International Journal of Science Education

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Science Education

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International Journal of Mathematical Education in Science and Technology

[Volume 48, Issue 8](#)

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[Volume 48, Supplement 1](#)

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Journal of Mathematics Teacher Education

[Volume 20, Issue 5](#)

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

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Educational Psychologist

[Volume 52, Issue 4](#)

In Memory: Gregg Schraw

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Moving Beyond Reflection: Reflexivity and Epistemic Cognition in Teaching and Teacher Education

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