

Journals of Interest - Mathematics and Science Education

Jan/Feb 2016

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Examining Conceptions of How People Learn Over the Decades Through AERA Presidential Addresses: Diversity and Equity as Persistent Conundrums

Educational Researcher March 2016 45: 73-82, doi:10.3102/0013189X16639045

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Research to Controversy in 10 Decades

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Educational Studies in Mathematics

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The interplay between language, gestures, dragging and diagrams in bilingual learners' mathematical communications

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Between people-pleasing and mathematizing: South African learners' struggle for numeracy

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Mathematical Thinking and Learning

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Article first published online: 12 JAN 2016 | DOI: 10.1002/tea.21300

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Article first published online: 22 DEC 2015 | DOI: 10.1002/tea.21306

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Article first published online: 2 MAY 2015 | DOI: 10.1002/tea.21250

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Article first published online: 8 MAY 2015 | DOI: 10.1002/tea.21251

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Article first published online: 26 MAY 2015 | DOI: 10.1002/tea.21253

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Article first published online: 9 JUN 2015 | DOI: 10.1002/tea.21260

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Research Committee: Positioning Mathematics Education

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Beth Herbel-Eisenmann, Michigan State University; Nathalie Sinclair, Simon Fraser University; Kathryn B. Chval, University of Missouri–Columbia; Douglas H. Clements, University of Denver; Marta Civil, The University of Arizona; Stephen J. Pape, Johns Hopkins University; Michelle Stephan, University of North Carolina–Charlotte; Jeffrey J. Wanko, Miami University; and Trena L. Wilkerson, Baylor University

Research Commentary: Analysis of Curriculum Standards: An Important Research Area

Dung Tran, Victoria University–Melbourne, Australia, and Hue University College of Education, Vietnam; Barbara J. Reys, University of Missouri–Columbia; Dawn Teuscher, Brigham Young University; Shannon Dingman, University of Arkansas; Lisa Kasmer, Grand Valley State University

Brief Report: A Comparison of Symbol-Precedence View in Investigative and Conventional Textbooks Used in Algebra Courses

Milan F. Sherman, Drake University; Candace Walkington and Elizabeth Howell, Southern Methodist University

Brief Report: The Instructor Experience of Fully Online Tertiary Mathematics: A Challenge and an Opportunity

Sven Trenholm, University of South Australia; Lara Alcock and Carol Robinson, Loughborough University

Lectures in Advanced Mathematics: Why Students Might Not Understand What the Mathematics Professor Is Trying to Convey

Kristen Lew, Rutgers University; Timothy Patrick Fukawa-Connelly, Temple University; Juan Pablo Mejía-Ramos and Keith Weber, Rutgers University

**Book Review: Charting Paths Toward “Common Ground”:
Fostering Collaboration Between Mathematicians and
Mathematics Educators**

Reviewed by Alison S. Marzocchi, California State University, Fullerton;
Emily Miller, University of Illinois at Urbana-Champaign; and Steven Silber,
University of Delaware

Journal of Stem Teacher (Online)

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(Toward) Developing a Common Language for Describing Instructional Practices of Responding: A Teacher-Generated Framework

Amanda Milewski, University of Michigan; Sharon Strickland, Texas State University

Inviting Prospective Teachers to Share Rough Draft Mathematical Thinking

Eva Thanheiser, Portland State University; Amanda Jansen, University of Delaware

Preparing Preservice Teachers for Diverse Mathematics Classrooms Through a Cultural Awareness Unit

Dorothy Y. White, University of Georgia; Kanita K. DuCloux, Western Kentucky University; Ángel M. Carreras-Jusino, Darío A. González, and Kirsten Keels; University of Georgia

Supporting Teacher Noticing of Students' Mathematical Strengths

Lisa M. Jilk, University of Washington