

## Kurslitteratur UM8029, UM8031

Kurslitteratur

för kurs på avancerad nivå

**Matematikämnets didaktik B, 7,5 hp**

**Kurskod:** UM8029

**Gäller från:** HT 2015

**Fastställd:** 2015-04-21

**Institution:** Institutionen för matematikämnets och naturvetenskapsämnenas didaktik

**Ämne:** Matematikämnets didaktik

### **Obligatorisk kurslitteratur**

Andrews, P., & Rowland, T. (Ed.) (2014). *Masterclass in mathematics education: International perspectives on teaching and learning*. London: Bloomsbury Publishing. (Valda delar om ca 85s)

Aktuella artiklar om 50 sidor. Väljs i samråd med kurslärare.

### **Valbar kurslitteratur**

Dessutom väljs minst 14 artiklar av nedanstående.

Aiken, L. R. (1970). Attitudes toward mathematics. *Review of Educational Research*, 40(4), 551-596. (45s)

Ball, D. L. (1990). The mathematical understanding that prospective teachers bring to education. *Elementary School Journal*, 90, 449-466. (18s)

- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: what makes it special? *Journal of Teacher Education*, 59(5), 389-407. (19s)
- Barwell, R. (2009). Researchers' descriptions and the construction of mathematical thinking. *Educational Studies in Mathematics*, 79(2), 255-269. (15s)
- Black, P., Harrison, C., Hodgen, J., Marshall, B., & Serret, N. (2011). Can teachers' summative assessment produce dependable results and also enhance classroom learning? *Assessment in Education: Principles, Policy and Practice*, 18, 451-469. (19s)
- Black, P. J., & William, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-73. (67s)
- Cooper, B., & Dunne, M. (1998). Anyone for tennis? Social class differences in children's responses to national curriculum mathematics testing. *Sociological Review*, 46(1), 115-148. (34s)
- Drijvers, P., Doorman, M., Boon, P., Reed, H., & Gravenmeijer, K. (2010). The teacher and the tool: instrumental orchestrations in the technology-rich mathematics classroom. *Educational Studies in Mathematics*, 75(2), 213-234. (22s)
- Lerman, S. (2000). The social turn in mathematics education research. In J. Boaler (Ed.), *Multiple perspectives on mathematics teaching and learning* (pp. 19-44). Westport, CT: Ablex. (26s)
- Lerman, S. (2001). Accounting for accounts of learning mathematics: reading ZPD in videos and transcripts. In D. Clarke (Ed.), *Perspectives on meaning in mathematics and science classrooms* (pp. 53-74). Dordrecht: Kluwer. (22s)
- Morgan, C. (2006). What does social semiotics have to offer mathematics education research? *Educational Studies in Mathematics*, 61(1-2), 219-245. (26s)
- Morgan, C., & Watson, A. (2002). The interpretative nature of teachers' assessment of students' mathematics: issues for equity. *Journal for Research in Mathematics Education*, 33(2), 78-110. (33s)
- Pepin, B., & Haggarty, L. (2001). Mathematics textbooks and their use in English, French and German classrooms: a way to understand teaching and learning cultures. *ZDM – The International Journal on Mathematics Education*, 33(5), 158-175. (18s)

Pimm, D., & Sinclair, N. (2009). Audience, style and criticism. *For the Learning of Mathematics*, 29(2), 23-27. (5s)

Remillard, J. T. (2005). Examining key concepts in research on teachers' use of mathematics curricula. *Review of Educational Research*, 75(2), 211-246. (36s)

Rowland, T., Huckstep, P., & Thwaites, A. (2005). Elementary teachers' mathematics subject knowledge: the Knowledge Quartet and the case of Naomi. *Journal of Mathematics Teacher Education*, 8(3), 255-281. (27s)

Rutven, K., Deane, R., & Hennessy, S. (2009). Using graphing software to teach about algebraic forms: a study of technology-supported practice in secondary-school mathematics. *Educational Studies in Mathematics*, 71(3), 279-297. (19s)

Rutven, K., Hennessy, S., & Deane, R. (2008). Constructions of dynamic geometry: a study of the interpretative flexibility of educational software in classroom practice. *Computers & Education*, 51(1), 297-317. (21s)

Sfard, A. (2001). There is more to hear than meets the ears: looking at thinking as communication to learn more about mathematical learning. *Educational Studies in Mathematics*, 46(1-3), 13-57. (45s)

Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14. (11s)

Steffe, L. P. (2004). On the construction of learning trajectories of children: the case of commensurate fractions. *Mathematical Thinking and Learning*, 6(2), 129-162. (34s)

Van den Heuvel-Panhuizen, M., & Becker, J. P. (2003). Towards a didactical model for assessment design in mathematics education. In A. J. Bishop, K. Clements, C. Keitel, J. Kilpatrick & F. K. S. Leung (Eds.), *Second international handbook of mathematics education* (pp. 689-716). Dordrecht: Kluwer. (28s)

Zan, R., Brown, L. Evans, J., & Hannula, M. S. (2006). Affect in mathematics education: an introduction. *Educational Studies in Mathematics*, 63(2), 113-121. (9s)

Zevenberger, R., & Lerman, S. (2008). Learning environments using interactive whiteboard: new learning spaces or reproduction of old technologies? *Mathematics Education Research Journal*, 20(1), 108-126. (19s)