

TSG24 –Research on Classroom Practice

Accepted Papers

	Authors	Title	
1	An, S., Wu, Z., & King, J. (USA) fariast@cariari.ucr.ac.cr	Solving Mathematical Word Problems in Primary Grades	Com
2	Arias, F. & Araya, A. (Costa Rica) fariast@cariari.ucr.ac.cr	Organisation of the study in 10 th grade Classes: Analysis of the didactical contracts	Com
3	Brousseau, G. (Co chair) (France) guy.brousseau@numericable.fr	Notes on the observation of classroom practices	Dist
4	Cabanas, G. (OTM*) & Cantoral, R. (Mexico) gcabanass5@hotmail.com	Studying arguments in mathematics classroom a case study	Com
5	Cao, Y., Xu, L. H., & Clarke, D. (China & Australia) caoym@bnu.edu.cn	Confucian Heuristics and Mathematics Teaching in Shanghai: Qifa Shi Teaching	Com
6	Chopin, M.-P., Greslard, D. & Salin, M.-H. (France) marie-pierre.chopin@etud.u-bordeaux2.fr	Status and methods of observation of classroom Practices: Pieces of discussion from the example of the COREM ¹	Com
7	Di Paola, B., & Spagnolo, F. (Italy) dipaola@math.unipa.it	A-didactical situations in primary school	Com
8	Gill, O., & O'Donoghue, J. (Ireland) olivia.gill@ul.ie	A Theoretical Characterisation of Service Mathematics	Com
9	Hesiquio, H. N. (Mexico) nolascohh@hotmail.com	The explanation of the professors an experience study of the notion of similarity in upper middle level	Com
10	Ho, K. F. (Australia) k.ho@murdoch.edu.au	Two Grade 5 teachers' enactment of mathematical problem solving and their classroom talk: contrasting approaches	Com
11	Lewis, G. (USA) glewis@ilstu.edu	Supporting Secondary Novices' Efforts to Implement a Pedagogy Consonant with the NCTM Teaching Standards	Com
12	Lezama A., J. (Mexico) jlezamaipn@gmail.com	The Reproducibility phenomenon in the context of teacher-student interactions	Com
13	Lo Cicero, M. L. & Spagnolo, F. (Italy)	Sensor motion: a learning tool to read function graphs	Com

	spagnolo@math.unipa.it		
14	Mangiante, C. (France) christine.mangiante@laposte.net -	A study regarding the genesis of the primary teachers' practices who teach mathematics	Com
15	Martinho, M. H., & Ponte, J. P. (Portugal) mhm@iep.uminho.pt	Communication in the Classroom: Practice and reflection of a mathematics teacher	Com
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18	Mwakapenda, W. (OTM*) (South Africa) mwakapenda@yahoo.com	Tensions in integrating mathematics and other school disciplines: Cases from classroom teachers in South Africa	Com
19	Oliveira, H. (OTM*) (Portugal) hmoliveira@fc.ul.pt	A trajectory to generalization: The teacher's support to pupils' mathematical investigations in the classroom	Com
20	Saraiva, M. J., Teixeira, A. M., & Pereira, M. P. (Portugal) msaraiva@mat.ubi.pt	Secondary school students' understanding of function concept	Com
21	Soto-Johnson, H.; Wheeler, A.; & Cribari, R. D. (USA) hortensia.soto@unco.edu	The Impact of Written Reflections in a Geometry Course for Preservice Elementary Teachers	Com
22	Torres Alfonso, A., & Martínez, D. M. (Cuba) aida@uclv.edu.cu	The understanding of the integral defined as mathematical object in the university students	Com
23	Wu, Z., & Li, L. (USA and China) zwu@nu.edu	Sharpening Teaching Ability in K-8 Mathematics Classrooms	Com

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