

Contents

Preface	vii
Introduction	1
1 The Place of Meaning in the Teaching of Arithmetic	8
William A. Brownell <i>Elementary School Journal</i> 47 (1947): 256–65 Perspective by Mary Montgomery Lindquist	
2 The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth-Grade Classrooms	16
Thomas L. Good and Douglas A. Grouws <i>Journal of Educational Psychology</i> 71 (1979): 355–62 Perspective by Barbara J. Dougherty	
3 Sex-Related Differences in Mathematics Achievement, Spatial Visualization and Affective Factors	26
Elizabeth Fennema and Julia Sherman <i>American Educational Research Journal</i> 14 (winter 1977): 51–71 Perspective by Gilah Leder	
4 Variables and Methodologies in Research on Problem Solving	40
Jeremy Kilpatrick In L. L. Hatfield (1978): <i>Mathematical Problem Solving</i> (pp. 7–20). ERIC/SMEAC Perspective by Nicholas A. Branca	
5 Benny’s Conception of Rules and Answers in IPI Mathematics	48
S. H. Erlwanger <i>Journal of Children’s Mathematical Behavior</i> 1 (2) (1973): 7–26 Perspective by J. Michael Shaughnessy	
6 The Child’s Thought and Geometry	60
P. M. van Hiele In D. Fuys, D. Geddes, & R. Tischler (Eds.) (1959/1985): <i>English Translation of Selected Writings of Dina van Hiele-Geldof and Pierre M. van Hiele</i> , (pp. 243–52). ERIC/SMEAC Perspective by Douglas H. Clements	
7 “Radical Constructivism and Mathematics Education”	68
Leslie P. Steffe and Thomas Kieren <i>Journal for Research in Mathematics Education</i> 25 (1994): 711–33 Perspective by Patrick W. Thompson	
8 “Multiplicative Structures”	84
Gérard Vergnaud In J. Hiebert and M. Behr (1988). <i>Number Concepts and Operations in the Middle Grades</i> , (pp. 141–61). Reston, VA: National Council of Teachers of Mathematics Perspective by Carolyn Kieran	

9	“Concept Image and Concept Definition in Mathematics with Particular Reference to Limits and Continuity” 98 David Tall and Shlomo Vinner <i>Educational Studies in Mathematics</i> 12 (1981): 151–69 Perspective by Guershon Harel
10	“Beyond the Purely Cognitive: Belief Systems, Social Cognitions, and Metacognitions as Driving Forces in Intellectual Performance” 110 Alan H. Schoenfeld <i>Cognitive Science</i> 7 (1983): 329–63 Perspective by Frank K. Lester, Jr.
11	“Using Knowledge of Children’s Mathematics Thinking in Classroom Teaching: An Experimental Study” 134 Thomas P. Carpenter, Elizabeth Fennema, Penelope L. Peterson, Chi-Pang Chiang, and Megan Loef <i>American Educational Research Journal</i> 26 (1989): 499–531 Perspective by Victoria R. Jacobs
12	“When the Problem Is Not the Question and the Solution Is Not the Answer: Mathematical Knowing and Teaching” 152 Magdalene Lampert <i>American Educational Research Journal</i> 27 (1990): 29–63 Perspective by Miriam Gamoran Sherin
13	“The Relationship of Teachers’ Conceptions of Mathematics and Mathematics Teaching to Instructional Practice” 172 Alba Gonzalez Thompson <i>Educational Studies in Mathematics</i> 15 (1984): 105–27 Perspective by Douglas B. McLeod and Denise S. Mewborn
14	“Mathematics in the Streets and in Schools” 186 Terezinha Nunes Carraher, David William Carraher, and Analúcia Dias Schliemann <i>British Journal of Developmental Psychology</i> 3 (1985): 21–29 Perspective by MacKenzie A. (Ken) Clements
15	“Ethnomathematics and Its Place in the History and Pedagogy of Mathematics” 194 Ubiratan D’Ambrosio <i>For the Learning of Mathematics</i> 5 (1985): 44–48 Perspective by Beatriz D’Ambrosio
16	“Mathematics Education in Its Cultural Context” 200 A. J. Bishop <i>Educational Studies in Mathematics</i> 19 (1988): 179–91 Perspective by Norma Presmeg
17	“Constructivist, Emergent, and Sociocultural Perspectives in the Context of Developmental Research” 208 Paul Cobb and Erna Yackel <i>Educational Psychologist</i> 31 (1996): 175–90 Perspective by Janet Bowers