

# Table of Contents

<b>Acknowledgments</b>		vii
<b>Background:</b>	A Call to Action -----	ix
<b>Introduction:</b>	Constructivist Views on the Teaching and Learning of Mathematics -----	1
<b>Part One:</b>	<b>Constructivism: Promise and Problems</b>	
Chapter One:	Constructivism in Mathematics Education Nel Noddings -----	7
Chapter Two:	An Exposition of Constructivism: Why Some Like It Radical Ernst von Glasersfeld -----	19
Chapter Three:	Epistemology, Constructivism, and Discovery Learning Mathematics Gerald A. Goldin -----	31
<b>Part Two:</b>	<b>The Nature of Mathematics and How It Is Learned</b>	
Chapter Four:	Children's Learning: A Cognitive View Arthur J. Baroody & Herbert P. Ginsburg -----	51
Chapter Five:	The Nature of Mathematics: What Do We Do When We "Do Mathematics"? Robert B. Davis & Carolyn A. Maher -----	65
Chapter Six:	Teacher's Learning: Building Representations of Children's Meanings Carolyn A. Maher & Robert B. Davis -----	79

<b>Part Three:</b>	<b>Constructivism in the Classroom</b>	
Chapter Seven:	Discovery Learning and Constructivism	
	Robert B. Davis -----	93
Chapter Eight:	What Constructivism Implies for Teaching	
	Jere Confrey -----	107
<b>Part Four:</b>	<b>Children and the Education of Teachers</b>	
Chapter Nine:	Classrooms as Learning Environments for Teachers and Researchers	
	Paul Cobb, Terry Wood, & Erna Yackel -----	125
Chapter Ten:	Teacher Development in Mathematics in a Constructivist Framework	
	Carolyn A. Maher & Alice Alston -----	147
Chapter Eleven:	On the Knowledge of Mathematics Teachers	
	Leslie P. Steffe -----	167
<b>Conclusions</b>		
Chapter Twelve:	Suggestions for the Improvement of Mathematics Education	
	Robert B. Davis, Carolyn A. Maher & Nel Noddings ----	187
<b>References</b>	-----	195