

Table of Contents

Acknowledgments		vii
Background:	A Call to Action -----	ix
Introduction:	Constructivist Views on the Teaching and Learning of Mathematics -----	1
Part One:	Constructivism: Promise and Problems	
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
Part Two:	The Nature of Mathematics and How It Is Learned	
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

Part Three:	Constructivism in the Classroom	
Chapter Seven:	Discovery Learning and Constructivism Robert B. Davis -----	93
Chapter Eight:	What Constructivism Implies for Teaching Jere Confrey -----	107
Part Four:	Children and the Education of Teachers	
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
Conclusions		
Chapter Twelve:	Suggestions for the Improvement of Mathematics Education Robert B. Davis, Carolyn A. Maher & Nel Noddings ----	187
References -----		195