

Journals of Interest - Mathematics and Science Education

October/November 2016

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Who Bears the Costs of District Funding Cuts? Reducing Inequality in the Distribution of Teacher Layoffs

Educational Researcher October 2016 45: 395-406, first published on September 30, 2016 doi:10.3102/0013189X16670899

Hua-Yu Sebastian Cherng and Peter F. Halpin

The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers

Educational Researcher October 2016 45: 407-420, first published on October 5, 2016 doi:10.3102/0013189X16671718

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Innovating at the Nexus of Impact and Improvement: Leading Educational Improvement Networks

Educational Researcher October 2016 45: 421-429, first published on September 23, 2016 doi:10.3102/0013189X16670898

Vaughan Prain and Brian Hand

Coming to Know More Through and From Writing

Educational Researcher October 2016 45: 430-434, first published on September 30, 2016 doi:10.3102/0013189X16672642

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David M. Quinn, North Cooc, Joe McIntyre, and Celia J. Gomez

Seasonal Dynamics of Academic Achievement Inequality by Socioeconomic Status and Race/Ethnicity: Updating and Extending Past Research With New National Data

Educational Researcher November 2016 45: 443-453, first published on November 7, 2016 doi:10.3102/0013189X16677965

David B. Malouf and Juliana M. Taymans

Anatomy of an Evidence Base

Educational Researcher November 2016 45: 454-459, first published on November 3, 2016 doi:10.3102/0013189X16678417

Briefs

James Cowan, Dan Goldhaber, Kyle Hayes, and Roddy Theobald

Missing Elements in the Discussion of Teacher Shortages

Educational Researcher November 2016 45: 460-462, first published on November 3, 2016 doi:10.3102/0013189X16679145

Books

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A Growing Chasm of Opportunity for American Children: A Review of Putnam (2015)

Educational Researcher November 2016 45: 463-465, doi:10.3102/0013189X16679181

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Jonathan M Borwein (1951–2016): exploring, experiencing and experimenting in mathematics – an inspiring journey in mathematics

Ulrich Kortenkamp, John Monaghan, Luc Trouche

Categorizing and promoting reversibility of mathematical concepts

Martin A. Simon, Melike Kara, Nicora Placa

Bridging the gap between graphical arguments and verbal-symbolic proofs in a real analysis context

Dov Zazkis, Keith Weber, Juan Pablo Mejía-Ramos

Oral counting sequences: a theoretical discussion and analysis through the lens of representational redescription

Chronoula Voutsina

L'apprentissage instrumenté de propriétés en géométrie : propédeutique à l'acquisition d'une compétence de démonstration

Sylvia Coutat, Colette Laborde, Philippe R. Richard

Turn vs. shape: teachers cope with incompatible perspectives on angle

Igor' Kontorovich, Rina Zazkis

Students' distributive reasoning with fractions and unknowns

Amy J. Hackenberg, Mi Yeon Lee

Book Review: Networking theories as an example of boundary crossing. Angelika Bikner-Ahsbals and Susanne Prediger (Eds.) (2014) *Networking of theories as a research practice in mathematics education*

Arthur Bakker

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Insights from students' private work in their notebooks: how do students learn from the teacher's examples?

King Woon Yau, Ida Ah Chee Mok

Coding teaching for simultaneity and connections

Anna-Lena Ekdahl, Hamsa Venkat, Ulla Runesson

Three concepts or one? Students' understanding of basic limit concepts

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Students' use of variables and multiple representations in generalizing functional relationships prior to secondary school

Karina J. Wilkie

Pre-service teachers' conceptions of effective teacher talk: their critical reflections on a sample teacher-student dialogue

Ji-Eun Lee, Kyoung-Tae Kim

Analysis of a teacher's pedagogical arguments using Toulmin's model and argumentation schemes

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Benjamin Rott & Timo Leuders

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Bulent Cetinkaya, Mahmut Kertil, Ayhan Kursat Erbas, Himmet Korkmaz, Cengiz Alacaci & Erdinc Cakiroglu

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“A ton of faith in science!” Nature and role of assumptions in, and ideas about, science and epistemology generated upon watching a sci-fi film (pages 1143–1171)

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Version of Record online: 15 APR 2016 | DOI: 10.1002/tea.21324

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Shulamit Kapon

Version of Record online: 27 APR 2016 | DOI: 10.1002/tea.21325

Upper-level undergraduate chemistry students’ goals for their laboratory coursework (pages 1198–1215)

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Version of Record online: 15 APR 2016 | DOI: 10.1002/tea.21326

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Version of Record online: 25 AUG 2015 | DOI: 10.1002/tea.21271

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Version of Record online: 16 JUN 2016 | DOI: 10.1002/tea.21328

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Sarah Kate Selling University of Utah

Book Review: Scaling Mathematics Education

Reviewed by Bharath Sriraman, University of Montana

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