Reading List

1	Franke, M. L., Kazemi, E., & Battey, D. (2007). Mathematics teaching and classroom practice. In F. Lester (Ed.), *Second handbook of research on mathematics teaching and learning: A project of the National Council of Teachers of Mathem*atics (pp. 225–256). Charlotte, NC: Information Age Publishing.
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4	Simon, M. A., & Tzur, R. (2004) Explicating the role of mathematical tasks in conceptual learning: An elaboration of the hypothetical learning trajectory, *Mathematical Thinking and Learning, 6*(2), 91-104, DOI: 10.1207/s15327833mtl0602_2.
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7	Gravemeijer, K. P. E., Bowers, J., & Stephan, M. L. (2003). A hypothetical learning trajectory on measurement and flexible arithmetic. *Journal for Research in Mathematics Education, 12*, 51–66.
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11	English, L. D., Ärlebäck, J. B., & Mousoulides, N. (2016). Reflections on progress in mathematical modelling research. In Á. Gutiérrez, G. C. Leder, & P. Boero (Eds.), *The second handbook of research on the psychology of mathematics education* (pp. 383-413). Rotterdam/Boston/Taipei: Sense Publishers.
12	Steffe, L.P. & Kieran, T. (1994). Radical constructivism and mathematics education. *Journal for Research in Mathematics Education, 25*(6), 711-733.
13	Simon, M. A. (1995). Reconstructing mathematics pedagogy from a constructivist perspective. *Journal for Research in Mathematics Education*, 114-145.
14	Gravemeijer, K. (1994). Educational development and developmental research in mathematics education. *Journal for Research in Mathematics Education*, 443-471.
15	Cobb, P. & Yackel, E. (1996). Constructivist, emergent, and sociocultural perspectives in the context of developmental research. *Educational Psychologist, 31*(3/4), 175-190.
16	Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, *18*, 32-41.
17	Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI mathematics. *Journal of Children's Mathematical Behavior*, *1*, 7-26.
18	John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, *31*(3-4), 191-206.
19	Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press. [pp. 29 – 43]
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21	Nunes, T., Schliemann, A., & Carraher, D. (1993). *Street mathematics and school mathematics*. New York: Cambridge university press. [Chapter 2]
22	Simon, M. A. (2009). Amidst multiple theories of learning in mathematics education. *Journal for Research in Mathematics Education*, *40*(5), 477-490.
23	von Glasersfeld, E. (1995). *Radical constructivism: A way of knowing and learning*. Bristol, PA: The Falmer Press. [Chapter 3]
24	von Glasersfeld, E. (1996) Aspects of radical constructivism and its educational recommendations. In L. Steffe, P. Nesher, P. Cobb, G.A. Goldin and B. Greer (Eds.) *Theories of mathematical learning*, pp. 307-314, Mahwah, NJ: Lawrence Erlbaum Associates.