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1461	Mathematical reasoning through a broad range of communicational resources <i>Anna-Karin Nordin and Lisa Björklund Boistrup</i>	1544	Parent-child cooperation in mathematics learning: Insights into maths-experience days <i>Natascha Albersmann and Katrin Rolka</i>
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1475	Capturing learning in classroom interaction in mathematics: Methodological considerations <i>Jorunn Reinhardtzen, Martin Carlsen and Roger Säljö</i>	1558	Pressures and positions of need during the Swedish third-grade National Test in Mathematics <i>Anette Bagger</i>
1482	A case study of epistemic order in mathematics classroom discourse <i>Kenneth Ruthven and Riikka Hofmann</i>	1564	Mathematics as caring: The role of 'others' in a mathematical identity <i>Laura Black, Yvette Solomon and Darinka Radovic</i>
1490	Writing in mathematics lessons in Sweden <i>Cecilia Segerby</i>	1571	The three faces of problem solving <i>Jonas Dahl</i>
1497	Language use, mathematical visualizations, and children with language impairments <i>Elke Söbbeke</i>	1577	Critical reflections on temperature change <i>Kjellrun Hiis Hauge, Maria Astad Sørngård, Tor Inge Vetthe, Terje André Bringeland, Andreas Austlid Hagen and Marius Sætren Sumstad</i>
		1584	Mathematical exclusion with the every day <i>Ola Helenius, Maria L. Johansson, Troels Lange, Tamsin Meaney and Anna Wernberg</i>

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1759	A comparative analysis of mathematics textbooks from Kosovo and Albania based on the topic of fractions <i>Eda Vula, Jeta Kingji-Kastrati and Fitore Podvorica</i>		
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1804 The contribution of history of mathematics on students' mathematical thinking competency <i>Kathleen Clark</i>		1898 The trouble with double: Preschoolers' perception and powerful teaching strategies <i>Camilla Björklund</i>
1811 Using calculus in economics: Learning from history in teacher education <i>Peter Collignon</i>		1905 How the role of the preschool teacher affects the communication of mathematics <i>Laurence Delacour</i>
1817 The role of history of mathematics in fostering argumentation: Two towers, two birds and a fountain <i>Paulo Gil and Maria Helena Martinho</i>		1911 The use of virtual and concrete manipulatives in kindergarten school <i>Louiza Demetriou</i>
1825 Teaching history in mathematics education to future mathematics teacher educators <i>Uffe Thomas Jankvist</i>		1918 Distributed authority and opportunities for children's agency in mathematical activities in kindergarten <i>Ingvald Erfjord, Martin Carlsen and Per Sigurd Hundeland</i>
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1839 E-Dynamic.Space: A 21 ST century tool to stage-manage and build experience in the field of the history of mathematics and its teaching <i>Caroline H. Kuhn</i>		1933 The status of early childhood mathematics education research in the last decade <i>Ziřan Güner Alpaslan and Feyza Tantekin Erden</i>
1846 The history of the fourth dimension: A way of engaging pupils in secondary classrooms <i>Snezana Lawrence</i>		1940 The bar model as a visual aid for developing complementary/variation problems <i>Eugenia Koleza</i>
1853 Teaching the concept of velocity in mathematics classes <i>Regina Dorothea Möller</i>		1947 Introduction to arithmetical expressions: A semiotic perspective <i>Andrea Maffia and Maria Alessandra Mariotti</i>
1859 Proportionality problems in some mathematical texts prior to fourteenth century <i>Antonio M. Oller-Marcén and José María Gairín</i>		1954 Investigations in magic squares: A case study with two eight-year-old girls <i>Božena Maj-Tatsis and Konstantinos Tatsis</i>

1961	"How do you make numbers?": Rhythm and turn-taking when coordinating ear, eye and hand <i>David Pimm and Nathalie Sinclair</i>	2047	TWG14 UNIVERSITY MATHEMATICS EDUCATION
1968	Learning interventions supporting numerosity in three year old children <i>Reinert A. Rinvold and Hans Erstad</i>	2048	Introduction to the papers of TWG14: University mathematics education <i>Elena Nardi, Irene Biza, Alejandro S. González-Martín, Ghislaine Gueudet, Paola Iannone, Olov Viirman and Carl Winsløw</i>
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1989	Kindergartners measuring length <i>Chrysanthi Skoumpourdi</i>	2060	Conceptualizing and studying students' processes of solving typical problems in introductory engineering courses requiring mathematical competences <i>Rolf Biehler, Jörg Kortemeyer and Niclas Schaper</i>
1996	Familial studies in early childhood that involve mathematical situations <i>Gizem Solmaz</i>	2067	"No longer a divide between students and staff": Learning through participation in statistics resource development <i>Irene Biza and Eugenie Vande Hey</i>
2003	Preschool teachers' understanding of playing as a mathematical activity <i>Christina Svensson</i>	2074	Contributions and limits of a specific course on manipulation of formal statements for fresh university students <i>Stéphanie Bridoux and Viviane Durand-Guerrier</i>
2010	Unsolvable mathematical problems in kindergarten: Are they appropriate? <i>Dina Tirosh, Pessia Tsamir, Esther Levenson, Michal Tabach and Ruthi Barkai</i>	2081	Growth of mathematical knowledge for teaching – the case of long division <i>Jason Cooper</i>
2017	"If she had rolled five, she'd have two more": Children focusing on differences between numbers in the context of a playing environment <i>Dorothea Tubach</i>	2089	Differential participation in formative assessment and achievement in introductory calculus <i>Rebecca-Anne Dibbs</i>
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2319	Expert and novice teachers' classroom practices in a technological environment <i>Gulay Bozkurt and Kenneth Ruthven</i>	2428	Influence of dominant cognitive structure on the way of students' thinking during problem solving <i>Edyta Juskowiak</i>
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2367	Boundary crossing in a community of interest while designing an e-book with the aim to foster students' creativity <i>Chronis Kynigos and Elissavet Kalogeria</i>	2446	Gaming the system: An opportunity to analyse difficulties in arithmetical problem solving <i>David Arnau, José Antonio González-Calero and Miguel Arevalillo-Herráez</i>
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2403	Knowledge for teaching mathematics with technology and the search for a suitable viewing window to represent functions <i>Helena Rocha</i>	2480	Using tree diagrams to develop combinatorial reasoning of children and adults in early schooling <i>Rute Borba, Juliana Azevedo and Fernanda Barreto</i>
2410	Designing a didactical situation with mobile and web technologies <i>Håkan Sollervall and Didac Gil de la Iglesia</i>	2487	Technology-mediated realistic mathematics education and the bridge21 model: A teaching experiment <i>Aibhín Bray, Elizabeth Oldham and Brendan Tangney</i>
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2545	Guided Inquiry learning of fractions – a representational approach <i>Stefan Schumacher and Jürgen Roth</i>	2621	Discriminatory networks in mathematics education research <i>Russell Dudley-Smith</i>
2552	Game approach with the use of technology: A possible way to enhance mathematical thinking <i>Carlotta Soldano, Ferdinando Arzarello and Ornella Robutti</i>	2628	Secondary mathematics teacher candidates' pedagogical content knowledge and the challenges to measure it <i>F. Güneş Ertaş and Fatma Aslan-Tutak</i>
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