Journals of Interest - Mathematics and Science Education

July/August 2017

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Journal</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Researcher</td>
<td>2</td>
</tr>
<tr>
<td>Volume 46, Issue 5</td>
<td>2</td>
</tr>
<tr>
<td>Educational Studies in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Volume 96, Issue 1, Pages 1-118</td>
<td>3</td>
</tr>
<tr>
<td>Mathematical Thinking and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Volume 19, Issue 3</td>
<td>4</td>
</tr>
<tr>
<td>Journal of Research in Science Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Volume 54, Issue 7</td>
<td>5</td>
</tr>
<tr>
<td>International Journal of Science Education</td>
<td>6</td>
</tr>
<tr>
<td>Volume 39, Issue 9</td>
<td>6</td>
</tr>
<tr>
<td>Volume 39, Issue 10</td>
<td>6</td>
</tr>
<tr>
<td>Volume 39, Issue 11</td>
<td>7</td>
</tr>
<tr>
<td>Science Education</td>
<td>9</td>
</tr>
<tr>
<td>Volume 101, Issue 5</td>
<td>9</td>
</tr>
<tr>
<td>Journal of College Science Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Volume 46, No. 6</td>
<td>10</td>
</tr>
<tr>
<td>International Journal of Mathematical Education in Science and Technology</td>
<td>12</td>
</tr>
<tr>
<td>Volume 48, Issue 6</td>
<td>12</td>
</tr>
<tr>
<td>Volume 48, Issue 7</td>
<td>13</td>
</tr>
<tr>
<td>The Journal of Mathematical Behavior</td>
<td>15</td>
</tr>
<tr>
<td>Volume 48 (In Progress)</td>
<td>15</td>
</tr>
<tr>
<td>Research in Mathematics Education</td>
<td>16</td>
</tr>
<tr>
<td>Volume 19, Issue 2</td>
<td>16</td>
</tr>
<tr>
<td>Journal of STEM Teacher Education</td>
<td>17</td>
</tr>
<tr>
<td>Volume 52, Issue 1 (Current Issue)</td>
<td>17</td>
</tr>
<tr>
<td>International Journal of Research in Undergraduate Mathematics Education</td>
<td>18</td>
</tr>
<tr>
<td>Volume 3, Issue 2</td>
<td>18</td>
</tr>
<tr>
<td>Journal of Mathematics Teacher Education</td>
<td>19</td>
</tr>
<tr>
<td>Volume 20, Issue 4</td>
<td>19</td>
</tr>
<tr>
<td>The Mathematics Teacher Educator</td>
<td>20</td>
</tr>
<tr>
<td>Volume 6, No. 1</td>
<td>20</td>
</tr>
<tr>
<td>Educational Psychologist</td>
<td>21</td>
</tr>
<tr>
<td>Volume 52, Issue 3</td>
<td>21</td>
</tr>
<tr>
<td>Educational Psychology Review</td>
<td>22</td>
</tr>
<tr>
<td>Volume 29, Issue 3</td>
<td>22</td>
</tr>
</tbody>
</table>
Educational Researcher

Volume 46, Issue 5

2015 AERA Presidential Address Morally Engaged Research/ers
Dismantling Epistemological Nihilation in the Age of Impunity
Joyce E. King.

2015 Wallace Foundation Distinguished Lecture: Anonymity No More:
Seeing Our Neighbors in Ferguson and the Implications for Social Policy
William F. Tate, Brittni D. Jones.

Revisting The Widget Effect: Teacher Evaluation Reforms and the Distribution of Teacher Effectiveness
Matthew A. Kraft, Allison F. Gilmour.

How Pensions Contribute to the Premium Paid to Experienced Public School Teachers
Joshua B. McGee, Marcus A. Winters.

Dual Credit, College Type, and Enhanced Degree Attainment Brief
Bob Blankenberger, Eric Lichenberger, M. Allison Witt.

A Note on Putnam’s Our Kids Letter
Gary Sykes.

Educational Studies in Mathematics
A conceptual model of mathematical reasoning for school mathematics
Pages 1-16
Doris Jeannotte, Carolyn Kieran.

Students’ development of structure sense for distributive law
Pages 17-32
Alexander Schüler-Meyer.

Problematizing statistical literacy: An intersection of critical and statistical literacies
Pages 33-47
Travis Weiland.

“Mathematics is like a lion”: Elementary students’ beliefs about mathematics
Pages 49-64
Zvia Markovits, Helen Forgasz.

Knowledge of curriculum embedded mathematics: exploring a critical domain of teaching
Pages 65-81
Janine Remillard, Ok-Kyeong Kim.

Repeating patterns in kindergarten: findings from children’s enactments of two activities
Pages 83-99
Pessia Tsamir, Dina Tirosh, Esther S. Levenson, Ruthi Barkai, Michal Tabach.

Examining Interactions between Problem Posing and Problem Solving with Prospective Primary Teachers: A Case of Using Fractions
Pages 101-118
Jinxia Xie, Joanna O. Massinglia.

Mathematical Thinking and Learning
A Learning Progression for Elementary Students’ Functional Thinking
Ana C. Stephens, Nicole Fonger, Susanne Strachota, Isil Isler, Maria Blanton, Eric Knuth, Angela Murphy Gardiner.

Gender Differences in Toddlers’ Visual-Spatial Skills
Donna Kotsopoulos, Joanna Zambrzycka, Samantha Makosz.

Making Sense of Abstract Algebra: Exploring Secondary Teachers’ Understandings of Inverse Functions in Relation to Its Group Structure
Nicholas H. Wasserman.

Mathematicians & Their Gods: Interactions between Mathematics and Religious Beliefs by Snezana Lawrence & Mark McCartney (Eds.)
Michael N. Fried.
Engaging with socially acute questions: Development and validation of an interactional reasoning framework
Olivier Morin, Laurence Simonneaux, Russell Tytler.

Promoting student progressions in science classrooms: A video study
Hui Jin, Michele E. Johnson, Hyo Jeong Shin, Charles W. Anderson.

To educate engineers or to engineer educators? Exploring access to engineering careers
Michael G. Eastman, Jeanne Christman, George H. Zion, Randy Yerrick.

Investigating the role of a district science coordinator
Brooke A. Whitworth, Jennifer L. Maeng, Lindsay B. Wheeler, Jennifer L. Chiu.

Teaching and research at a large university: Case studies of science professors
International Journal of Science Education

Volume 39, Issue 9

Physics knowledge of first semester physics students in Germany: a comparison of 1978 and 2013 cohorts
David Buschhüter, Christian Spoden, Andreas Borowski.

Non-Western students’ casual reasoning about biologically adaptive changes in humans, other animals and plants: instructional and curricular implications
Ngozika Mbajjorgu, Innocent Anidu.

Beyond rote learning in organic chemistry: the infusion and impact of argumentation in tertiary education
Aybuke Pabuccu, Sibel Erduran.

Modelling students’ visualization of chemical reaction
Maurice M. W. Cheng, John K. Gilbert.

The roles of engineering notebooks in shaping elementary engineering student discourse and practice
Jonathan D. Hertel, Christine M. Cunningham, Gregory J. Kelly

Understanding pictorial information in biology: students’ cognitive activities and visual reading strategies
Miriam Brandstetter, Angela Sandmann, Christine Florian.

Improving preservice chemistry teachers’ content knowledge through intervention activities
Ruth Wheeldon.

Volume 39, Issue 10

Science teacher orientations and PCK across science topics in grade 9 earth science
Todd Campbell, Wayne Melville, Dawne Goodwin.

Teacher learning in technology professional development and its impact on student achievement in science
Hyunju Lee, Max Longhurst, Todd Campbell.

A theory of planned behavior-based analysis of TIMSS 2011 to determine factors influencing inquiry teaching practices in high-performing countries
Pongprapan Pongsophon, Benjamin C. Herman.
The impact of inquiry-based learning on the critical thinking dispositions of pre-service science teachers
Zeki Arsal.

Secondary school students’ perceptions of working life skills in science-related careers

Identifying secondary-school students’ difficulties when reading visual representations displayed in physics simulations
Víctor López, Roser Pintó.

The influence of extracurricular activities on middle school students’ science learning in China
Danhuí Zhang, Xing Tang.

Integrating art into science education: a survey of science teachers’ practices
Jaakko Turkka, Outi Haatainen, Maija Aksela.

Supporting 3rd-grade students model-based explanations about groundwater: a quasi-experimental study of a curricular intervention
Laura Zangori, Tina Vo, Cory T. Forbes, Christina V. Schwarz.

The pedagogy of argumentation in science education: science teachers’ instructional practices
Yasemin Özdem Yılmaz, Jale Cakiroğlu, Hamide Ertepinar, Sibel Erduran.

Manifestations of metacognitive activity during the collaborative planning of chemistry practical investigations
Kgadi Clarrie Mathabathe, Marietjie Potgieter.

Early understandings of simple food chains: A learning progression for the preschool years
Michael Allen.

Second-career science teachers’ classroom conceptions of science and engineering practices examined through the lens of their professional histories
Allison Antink-Meyer, Ryan A. Brown.
Elementary science teachers’ integration of engineering design into science instruction: results from a randomized controlled trial

The relationships among high school STEM learning experiences, expectations, and mathematics and science efficacy and the likelihood of majoring in STEM in college
Alpaslan Sahin, Adem Ekmekci, Hersh C. Waxman.
Doors labeled as times: Frames of observing and understanding
John Settlage, Sherry A. Southerland.

Expanding STEM opportunities through inclusive STEM-focused high schools
Barbara Means, Haiwen Wang, Xin Wei, Sharon Lynch, Vanessa Peters, Viki Young, Carrie Allen.

Identify work in the college science classroom: The cases of two successful latecomers to science
Phoebe A. Jackson, Gale Seiler.

Killing curiosity? An analysis of celebrated identity performances among teachers and students in nine London secondary science classrooms
Louis Archer, Emily Dawson, Jennifer DeWitt, Spela Godec, Heather King, Ada Mau, Effrosyni Nomikou, Amy Seakins.

Transformative parents: Facilitating transformative experiences and interest with a parent involvement intervention
Benjamin C. Heddy, Gale M. Sinatra.

Developing a learning progression for three-dimensional learning of the patterns of evolution
Yael Wyner, Jennifer H. Doherty.

“But the science we do here matters”: Youth-authored cases of consequential learning
Daniel Birmingham, Angela Calabrese Barton, Autumn McDaniel, Jalah Jones, Camryn Turner, and Angel Rogers.

Ronny Scherer.

Confronting dilemmas posed by three-dimensional classroom assessment: Introduction to a virtual issue of Science Education (pages 854-867)
Erin Marie Furtak.
Journal of College Science Teaching

Volume 46, No. 6

Can a Diversified Instructional Approach Featuring Active Learning Improve Biology Students’ Attitudes Toward General Education?
Michael L. Rutledge, Sandra A. Lampley.

The Windwalker Project: An Open-Ended Approach
Eliza Leszczynski, Ceire Monahan, Mika Munakata, Ashwin Vaidya.

Facilitating Active Engagement of the University Student in a Large-Group Setting Using Group Work Activities
Gemma K. Kinsella, Catherine Mahron, Seamus Lillis.

Geoscience Videos and Their Role in Supporting Student Learning
Jennifer Wiggen, David McConnell.

Developing and Impact of a Training Program for Undergraduate Facilitators of Peer-Assisted Learning
Jennifer Lundmark, Jeffrey Paradis, Lynn Tashiro, Micaela Kapp, Elizabeth Lowe.

Research and Teaching: Undergraduate Students’ Scientifically Informed Decision Making About Socio-Hydrological Issues

Research and Teaching: Does the Classroom Matter? How the Physical Space Affects Learning in Introductory Undergraduate Science Courses
Kaisa E. Young, Chadwick H. Young, Adam Beyer.

Research and Teaching: Online Collaborative Misconception Mapping Strategy Enhanced Health Science Students’ Discussion and Knowledge of Basic Statistical Concepts
Magdalena Sas, Lisa D. Bendixen, Kent J. Cripfen, Sterling Saddler.

Research and Teaching: A Comparison of Long-Term Knowledge Retention Between Two Teaching Approaches
Steven J. Lysne, Brant G. Miller.

Point of View: First-Generation College Students: How to Recognize Them and Be Their Ally and Advocate
Gail Horowitz.
Two-Year Community: Construction With Scaffolds: Helping Community College Students Build Explanations
Steve Bennett, Amelia Wenk Gotwals.

Case Study: Mini-Case Studies: Small Infusions of Active Learning for Large Lecture Courses
Lisa Carloye.
A hypothetical learning trajectory for conceptualizing matrices as linear transformations
Christine Andrews-Larson, Megan Wawro, Michelle Zandieh.

A study of pre-service classroom teachers’ beliefs about teachers’ and students’ roles
Davut Köğce.

Attitude toward mathematics among the students at Nazarbayev University Foundation Year Programme
N. Karjanto.

Pre-service science teachers’ perceptions of mathematics courses in a science teacher education programme
Lutfi Incikabi, Mehmet Koray Serin.

Will learning to solve one-step equations pose a challenge to 8th grade students?
Bing Hiong Ngu, Huy P. Phan

Developing teachers’ models for assessing students’ competence in mathematical modelling through lesson study
Arzu Aydogan Yenmez, Ayhan Kursat Erbas, Erdinc Cakiroglu, Cengiz Alacaci, Bülent Cetinkaya.

Alternate solution to generalized Bernoulli equations via an integrating factor: an exact differential equation approach
C.C. Tisdell.

An application of probability to combinatorics: a proof of Vandermonde identity
Bonaventura Paolillo, Piermichele Rizzo, Giovanni Vencenzi.

Interdisciplinary education- a predator-prey model for developing a skill set in mathematics, biology, and technology
Quay van der Hoff.

Looking for Pythagoras between the folds
Arsalan Wares.
On the denesting of nested square roots
Eleftherios Gkioulekas.

Discrete mathematics course supported by CAS MATHEMATICA
O.A. Ivanov, V.V. Ivanova, A.A. Saltan.

A deduction of the Golden Spiral equation via powers of the Golden Ratio
Maurício Zahn.

Corrigendum
Page: I

Volume 48, Issue 7
Student teachers’ types of probing questions in inquiry-based mathematics teaching with and without GeoGebra
Markus Hähköniemi.

Success-factors in transition to university mathematics
S. Bengmark, H. Thunberg, T.M. Winberg

The effects of GeoGebra software on pre-service mathematics teachers’ attitudes and views toward proof and proving
Yılmaz Zengin.

Understanding and supporting teacher horizon knowledge around limits: a framework for evaluating textbooks for teachers
Ann Kajander, Miroslav Lovric.

Exploring students’ mathematical performance, metacognitive experiences and skills in relation to fundamental theorem of calculus
Farzad Radmehr, Michael Drake.

Measuring striving for understanding and learning value of geometry: a validity study
Behiye Ubuz, Yurdagül Aydinyer.

Improved pedagogy for linear differential equations by reconsidering how we measure the size of solutions
Christopher C. Tisdell.

Visualizing and understanding l’hopital’s rule
Sheldon P. Gordon.
Puzzle-based learning in engineering mathematics: students’ attitudes
Sergiy Klymchuk.

Why the nth-root function is not a rational function
David E. Dobbs.
Journal of Mathematical Behavior

Volume 48 (In Progress)

Students’ conceptualisations of multiplication as repeated addition or equal groups in relation to multi-digit and decimal numbers
Kerstin Larsson, Kerstin Pettersson, Paul Andrews.

Impacts of inquiry pedagogy on undergraduate students conceptions of the function of proof
Emily Cilli-Turner.

An APOS study on pre-service teachers’ understanding of injections and surjections
Sarah Bansilal, Deonarain Brijall, Maria Trigueros.

“Approximate” multiplicative relationships between quantitative unknowns
Amy J. Hackenberg, Robin Jones, Ayfer Eker, Mark Creager.

Where is Difference? Processes of Mathematical Remediation through a Constructivist Lens
Jessica Hunt, Ron Tzur.

Mediational activities in a dynamic geometry environment and teachers’ specialized content knowledge
Muteb M. Alqahtani, Arthur B. Powell.
Research in Mathematics Education

Volume 19, Issue 2

Special issue on summative assessment
Paola Iannone, Ian Jones.

Validity in educational and psychological assessment
Colin Foster.

An investigation of construct relevant and irrelevant features of mathematics problem-solving questions using comparative judgement and Kelly’s Repertory Grid
Stephen D. Holmes, Qingping He, Michelle Meadows.

Developing and validating proof comprehension tests in undergraduate mathematics
Juan Pablo Mejía-Ramos, Kristen Lew, Jimmy de la Torre, Keith Weber.

A study of creative reasoning opportunities in assessments in undergraduate calculus courses

Some implications of choice of tiering model in GCSE mathematics for inferences about what students know and can do
Tom Bramley.

Who needs examinations: a story of climbing ladders and dodging snakes
Sean McCusker.

Mathematics summative assessment practices in schools at opposite ends of performance rankings in Portugal
Paulo Marinho, Carlinda Leite, Preciosa Fernandes.

Gender perspectives on spatial tasks in a national assessment: a secondary data analysis
Tracy Logan, Tom Lowrie.
Journal of STEM Teacher Education (Online)

Volume 52, Issue 1 (Current Issue)

Being Part of the Larger STEM Environment
William J. F. Hunter

Integrating Informational Text and STEM: An Innovative and Necessary Curricular Approach

Cultural Responsiveness of the Next Generation Science Standards
Nadira I. Ghattas, Jeffrey S. Carver.

Explicating the Characteristics of STEM Teaching and Learning: A Metasynthesis
Sandra B. Nite, Mary Margaret Capraro, Robert M. Capraro, Ali Bicer.

Creating Teaching Opportunities for STEM Future Faculty Development
Catherine A. Cherrstrom, Ra’sheedah Richardson, Debra Fowler, Robin Autenrieth, Mark J. Zoran.
Towards the STEM DBER Alliance: Why we Need a Discipline-Based STEM Education Research Community

Intuitive Thinking and Misconceptions of Independent Events: A Case Study of US and French Pre-Service Teachers
Marie Nabbout-Cheiban.

Reasoning from an Eikosogram: an Exploratory Study
Maxine Pfannkuch, Stephanie Budgett.

In the Pursuit of Relevance—Mathematicians Designing Tasks for Elementary School Teachers
Alon Pinto, Jason Cooper.

Conceptions of Angles, Trigonometric Functions, and Inverse Trigonometric Functions in College Textbooks
Vilma Mesa, Bradley Goldstein.

The Math Emporium: Effective for whom, and for what?
Corey Webel, Erin E. Krupa, Jason McManus.
Journal of Mathematics Teacher Education

Volume 20, Issue 4

Understanding and enhancing teachers’ knowledge for teaching mathematics
Olive Chapman.

Prospective primary teachers’ noticing of students’ understanding of pattern generalization
María Luz Callejo, Alberto Zapatera.

“This is the First Time I’ve Done This”: Exploring secondary prospective mathematics teachers’ noticing of students’ mathematical thinking
Amber Simpson, Leigh Haltiwanger.

Teachers’ professional growth through engagement with lesson study
Wanty Widjaja, Colleen Vale, Susie Groves, Brian Doig.

Developing culturally responsive mathematics teachers: secondary teachers’ evolving conceptions of knowing students
Frieda Parker, Tonya Gau Bartell, Jodie D. Novak.
Mathematics Teacher Educator

Volume 6, No. 1

Editorial: Too Little, Too Much, Just Right! Articulating Shared Problems in the Practice of Mathematics Teacher Educators
Sandra Crespo, José Manuel Martínez, Christopher Dubbs, Kristen Bleda.

Using Simulated Teaching Experiences to Perturb Teachers’ Mathematics Questioning Practices
Corey Webel, Kimberly Anne Conner.

Translating Professional Development for Teachers Into Professional Development for Instructional Leaders
Mary Alice Carlson, Ruth Heaton, Molly Williams.

Building Synergy: Cognitively Guided Instruction and Implementation of a Simulated edTPA Elementary Mathematics Task During and Undergraduate Methods Course
Tiffany G. Jacobs, Marvin E. Smith, Susan Swars Auslander, Stephanie Z. Smith, Kayla D. Myers.

Commentary: Meet Me in Azul’s Room: Designing a Virtual Field Placement for Learning to Teach Mathematics
Joel Amidon, Daniel Chazan, Dana Grosser-Clarkson, Elizabeth Fleming.

Commentary: Should Mathematics Teacher Education Be Politically Neutral?
Matthew D. Felton-Koestler, Courtney Koestler.

Thanks from NCTM: CAEP Program Reviewer Recognition
CAEP Program Reviewer Recognition.
Analyzing and Integrating Models of Multiple Text Comprehension
Alexandra List, Patricia A. Alexander.

Comprehension of Multiple Documents with Conflicting Information: A Two-Step Model of Validation
Tobias Richter, Johanna Maier.

The Discrepancy-Induced Source Comprehension (D-ISC) Model: Basic Assumptions and Preliminary Evidence
Jason L.G. Braasch, Ivar Braten.

Cognitive Affective Engagement Model of Multiple Source Use
Alexandra List, Patricia A. Alexander.

RESOLV: Readers’ Representation of Reading Contexts and Tasks
Jean-François Rouet, M. Anne Britt, Amanda M. Durik.

Multiple Models of Multiple-Text Comprehension: A Commentary
Helge I. Stromso.

The Art of Reading in a Knowledge Society: Commentary on the Special Issue on Models of Multiple Text Comprehension
Marc Stadtler.
Educational Psychology Review

Volume 29, Issue 3

A New Look at Multiple Goal Pursuit: the Promise of a Person-Centered Approach
Stephanie Virgine Wormington, Lisa Linnenbrink-Garcia.

Factors that Promote High School Graduation: a Review of the Literature

Socio-Cognitive Scaffolding with Computer-Supported Collaboration Scripts: a Meta-Analysis
Freydis Vogel, Christof Wecker, Ingo Kollar, Frank Fischer.

The Deficit Profiles of Chinese Children with Reading Difficulties: a Meta-analysis
Peng Peng, Cuicui Wang, Sha Tao, Congying Sun.

From Exploratory Talk to Abstract Reasoning: a Case for Far Transfer?

A Critical Review of Line Graphs in Behavior Analytic Journals
Richard M. Kubina Jr., Douglas E. Kostewicz, Kaitlyn M. Brennan, Seth A. King.

Studying Visual Displays: How to Instructionally Support Learning
Alexander Renkl, Katharina Scheiter.

How Visual Displays Affect Cognitive Processing
Matthew T. McCrudden, David N. Rapp.

A Review of Reminiscing in Early Childhood Settings and Links to Sustained Shared Thinking
Dave Neale, Deborah Pino-Pasternak.