

---

## Referenser

- Adler, J. (1995). Participatory, inquiry pedagogy, communicative competence and mathematical knowledge in a multilingual classroom: A vignette, in *Proceedings of the Seventeenth International Conference of the International Group for the Psychology of Mathematics Education* Vol. 3. Tsukuta, Japan.
- Adler, J. (1996). Lave and Wengers social practice theory and teaching and learning school mathematics, in Puig, L. & Gutierrez, A. (eds) *Proceedings of the Twentieth Conference of the International Group for the Psychology of Mathematics Education*, Vol 2. University of Valencia, Spain.
- Before It's Too Late: A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century* (2000). The John Glenn Commission, USA.
- Bereiter, C. & Scardamalia, M. (1997). *Knowledge Forum*. Toronto.
- Borko, H. & Livingston, C. (1989). Cognition and Improvisation: Differences in Mathematics Instruction by Expert and Novice Teachers, in *American Educational Research Journal*, 26 (4) s. 473-498.
- Breen, C. (1999). Circling the Square: Issues and Dilemmas Concerning Teacher Transformation, in *Mathematics Teacher Education: Critical International Perspectives*. Jaworski, B., Wood, T., & Dawson, S. (eds), Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Brown, C.A. & Smith, M.S. (1997). Supporting the Development of Mathematical Pedagogy, in *Mathematics Teacher* 90 : 138-143.
- Castle, K. & Aichele, D.B. (1994). Professional Development and Teacher Autonomy, in Aichele, D.B. & Coxford, A.F. (eds) *Professional Development for Teachers of Mathematics*. 1994 Yearbook, NCTM, USA.
- Campbell, P.F. (2000). Teacher Enhancement and Education Reform: High Stakes in the United States. *Paper for Working Group for Action nr 7, ICME9*, Tokyo/Makuhari, Japan.
- Cheng, Y-H. (1999). Student Teachers Learning Process of Pedagogical concept: The case of generic example in learning mathematics. *Paper for International Conference on Mathematics Teacher Education (ICMTE)*, Taipei, Taiwan.
- Clarke, D. M. (1994). Ten Key Principles from Research for the Professional Development of Mathematics Teacher, in Aichele, D.B. & Coxford, A.F. (eds) *Professional Development for Teachers of Mathematics*. 1994 Yearbook, NCTM, USA.

- Clements, M.A. (2000). Colonialism, Culture, Education and Progress: Historical and Comparative Perspectives on School Mathematics. *Regular lecture at ICME9*, Tokyo/Makuhari, Japan 2000.
- Comiti, C. & Loewenberg Ball, D. (1996). Preparing Teachers to Teach Mathematics : A Comparative Perspective, in Bishop, A. et al (eds). *International Handbook of Teacher Education*. Dordrecht: Kluwer.
- Cooney, T.J. (1994). Research and Teacher Education: In Search of Common Ground, in *Journal for Research in Mathematics Education*, 25, s 608-636.
- Cooney, T.J. & Krainer, K. (1996). Inservice Mathematics Teacher Education: The Importance of Listening, in Bishop, A. et al (eds) *International Handbook of Teacher Education*. Dordrecht: Kluwer.
- Cooney, T.J. & Shealy, B. (1997). On understanding the structure of teachers beliefs and their relationship to change, in Fennema, E. & Scott-Nelson, B (eds) *Mathematics Teachers in Transition*, Mahwah, NJ: Erlbaum.
- Da Ponte, J.P., Berger, P., Canizzario, L., Contreras, L.C. & Safuanov, I. (1999). Research on Teachers Beliefs: Empirical Work and Methodological Challenges, in Krainer, K. & Goffree, F. (eds) *On Research in Mathematics Teacher Education*. Forschungsinstitut für Mathematikdidaktik, Osnabrück.
- Dawson, S.(1999a). Charting a Historical Perspective, in Jaworski, B., Wood, T & Dawson, S. (eds) *Mathematics Teacher Education: Critical International Perspectives*, Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Dawson, S. (1999b). The Enactive Perspective on Teacher Development : "A Path Laid by Walking", in Jaworski, B., Wood, T. & Dawson, S. (eds). *Mathematics Teacher Education: Critical International Perspectives*. Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Dolk, M. (2000). Between Theory and Practice. Students in The Netherlands Developing Practical Knowledge by Investigating Primary School Mathematics. *Paper for Working Group for Action nr 7, ICME9*, Tokyo/Makuhari, Japan.
- Elmore, R.F. & Burney, D. (1999). Investing in Teacher Learning: Staff Development and Instructional Improvement, in Darling-Hammond & Sykes (eds). *Teaching as a learning profession: Handbook of policy and practice*. San Fransisco: Jossey Bass.
- Eisner, E.W. (1992). Are All Casual Claims Positivistic? A Reply to Francis Schrag.

- Emanuelsson, G. (2001). *Svårt att lära – lätt att undervisa?*, NCM.
- Ernest, P. (1991). *The Philosophy of Mathematics*, London: Falmer Press.
- Goffree, F. & Dolk, M. (eds) (1995). *Standards for primary mathematics teacher education*. Enschede, Utrecht: SLO/NVORWO.
- Goffree, F. & Oonk, W. (1999). A Digital Representation of "Full Practice" in Teacher Education: The MILE-project, in Krainer, K. & Goffree, F. (eds) *On Research in Mathematics Teacher Education*. Forschungsinstitut für Mathematikdidaktik, Osnabrück.
- Goffree, F., Oliveira, H., de Lurdes Serrazina, M. & Szendrei, J. (1999). Good Practice, in Krainer, K. & Goffree, F. (eds) *On Research in Mathematics Teacher Education*. Forschungsinstitut für Mathematikdidaktik, Osnabrück.
- Goldstein, C., Mnisi, P. & Rodwell, P. (1999). Changing Teaching in a Changing Society. *Mathematics Teacher Education: Critical International Perspectives*, in Jaworski, B., Wood, T. & Dawson, S. (eds) Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Green Paper on Teacher Education in Europe* (2000). Thematic Network on Teacher Education in Europe (TNTEE). Umeå, Sweden.
- Gudmundsdottir, S. (1991). Story-Maker, Story-Teller: Narrative Structures in Curriculum, in *Journal of Curriculum Studies*, 23, s 207-218.
- Hatford, M.M. & Bitter, G.G. (1994). A Multimedia Approach to the Professional Development of Teachers: A Virtual Classroom, in Aichele D.B. & Coxford A.F. (eds) *Professional Development for Teachers of Mathematics*, 1994 Yearbook, NCTM, US.
- Hiebert, J. (1999). Relationships Between Research and the NCTM Standards, in *Journal for Research in Mathematics Education*, 30 -1, (s 3-19).
- Hord, S.M. et al (1987). Taking Charge of Change. Va: *Association for Supervision and Curriculum Development*, Alexandria.
- House, P. A. (1994). Empowering K-12 Teachers for Leadership: A District-wide Strategy for Change, in Aichele D.B. & Coxford A.F. (eds) *Professional Development for Teachers of Mathematics*, 1994 Yearbook, NCTM, US.
- Hyde, R. (2000). Training Teachers: Whose Job Is It? An Overview of In-service Training for Mathematics Teacher in the U.K. *Paper for Working Group for Action nr 7, ICME9*, Tokyo/Makuhari, Japan.

- Irwing, K.C. & Britt, M.S. (1999). Teachers Knowledge of Mathematics and Reflective Professional Development, in Jaworski, B., Wood, T. & Dawson, S. (eds) *Mathematics Teacher Education: Critical International Perspectives*. Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Ivanov, O.A. (2000). Special Mathematical and Methodical Training in Mathematics Teacher Education. *Paper for Working Group for Action nr 7, ICME9*, Tokyo/Makuhari, Japan.
- Jaworski, B. (1999a). The Plurality of Knowledge Growth in Mathematics Teaching, in Jaworski, B., Wood, T. & Dawson, S. (eds) *Mathematics Teacher Education: Critical International Perspectives*. Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Jaworski, B. (1999b). Teacher Education Through Teachers Investigations into Their Own Practice, in Krainer, K. & Goffree, F. (eds) *On Research in Mathematics Teacher Education*. Forschungsinstitut für Mathematikdidaktik, Osnabrück.
- Jaworski, B. & Wood, T. (1999). Themes and Issues in Inservice Programmes, in Jaworski, B., Wood, T. & Dawson, S. (eds) *Mathematics Teacher Education: Critical International Perspectives*. Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Jones, G.A., Lubinski, C.A., Swafford, J.O. & Thornton, C.A. (1994). A Framework for the Professional Development of K-12 Mathematics Teachers, in Aichele D.B. & Coxford A.F. (eds) *Professional Development for Teachers of Mathematics*. 1994 Yearbook, NCTM, US.
- Kilpatrick, J. (1982). Casing the Case Studies: Concluding Remarks, in *Journal of Research and Development in Education*, 15, 4, s 87-88.
- Kilpatrick, J., Swafford, J. & Findell B. (eds) (2001). *Adding It Up: Helping Children Learn Mathematics*. Prepublication copy. National Academy Press, Washington DC.
- King, J.P. (1992). *The Art of Mathematics*. New York, NY: Plenum Press.
- Krainer, K. (1999a). Learning from Gisela - or: Finding a bridge between classroom development, school development, and the development of educational systems. *Plenary speech at International Conference on Mathematics Teacher Education (ICMTE)*, Taipei, Taiwan.

- Krainer, K (1999b). PFL-Mathematics: Improving Professional Practice in Mathematics Teaching, in Jaworski, B., Wood, T. & Dawson, S. (eds) *Mathematics Teacher Education: Critical International Perspectives*. Studies in Mathematics Teacher Education Series No 12, Palmer Press, US.
- Krainer K. & Goffree F. (1999a). Preface, in Krainer, K. & Goffree, F. (eds) *On Research in Mathematics Teacher Education*. Forschungsinstitut für Mathematikdidaktik, Osnabrück.
- Krainer K. & Goffree F. (1999b). Investigations into Teacher Education: Trends Future Research, and Collaboration, in Krainer, K. & Goffree, F. (eds) *On Research in Mathematics Teacher Education*. Forschungsinstitut für Mathematikdidaktik, Osnabrück.
- Lampert, M. & Loevenberg Ball, D. (1998). *Teaching, Multimedia, and Mathematics. Investigations of Real Practice*. Teachers College Press, Columbia University, New York and London.
- Ma, L. (1999). *Knowing and Teaching Elementary Mathematics: Teachers Understanding of Fundamental Mathematics in China and the United States*. Mahwa, N.J: Lawrence Erlbaum Associates.
- Miller, D. & Glover, D. (2000). The Completion, Content and Continuing Use of the Career Entry Profile in Teacher Education; Mathematics. *Paper for Working Group for Action nr 7, ICME9*, Tokyo/Makuhari, Japan.
- Millet A. (1998). Expectations of the Primary Mathematics Coordinator - demands and tensions within the role, in *Teacher Development*, Vol. 2, No 2, UK.
- Niss, M. (2000). Key Issues and Trends in Research on Mathematical Education. *Abstract of Plenary Lectures and Regular Lectures, ICME9*, Tokyo/Makuhari, Japan.
- Pehkonen, E. (1994) On teachers beliefs and changing mathematics teaching, in *Journal für Mathematik-Didaktik*, 15, s 177-209.
- Principles and Standards for School Mathematics* (2000)., NCTM, USA.
- Professional Standards for Teaching Mathematics* (1991)., NCTM, USA.
- Putnam, R.T. & Borko, H. (2000). What Do New Views of Knowledge and Thinking Have to Say about Research on Teacher Learning?, in *Educational Researcher* 29, s 4-15.

- Schifter, D. (1997). *Learning Mathematics for Teaching*, Newton, MA: Center for the Development of Teaching.
- Schifter, D. (1999). Reasoning about Operations: Early Algebraic Thinking in Grades K-6. *Yearbook of National Council of Teachers of Mathematics*, Stiff L.V. ed, Reston, NCTM.
- Shulman, L.S. (1987). Knowledge and teaching: foundations of the new reform, in *Harvard Educational Review*, 57, s 1-22.
- Spillane, J.P. & Thompson, C.L. (1997). Reconstructing conceptions of local capacity: The local education agency's capacity for ambitious instructional reform, in *Educational Evaluation and Policy Analysis*, 19. USA.
- Stigler J.W. & Hiebert, J. (1999). *The Teaching Gap*, The Free Press, USA.
- To Improve the Quality and Scope of Science and Mathematics Education*, H.R. 5504. (2000). A Bill introduced to the 106th Congress.
- Thompson, A.G. (1992). Teachers' beliefs and conceptions: A synthesis of the research, in Grouws, D.A. (ed) *Handbook of Research in mathematics teaching and learning*, New York, Macmillan, s 127-146.
- Weissglass, J. (1994). Changing Mathematics Teaching Means Changing Ourselves: Implications for Professional Development, in Aichele D.B. & Cox-ford A.F. (eds) *Professional Development for Teachers of Mathematics*, 1994 Yearbook, NCTM, USA.
- Wilson, S.M., Shulman, L.S. & Richert, A. (1987). One Hundred Fifty Ways of Knowing, in Calderhed, J. (ed) *Explore Teachers Thinking*, Cassel, London.
- Wittman E. (2000). Developing Mathematics in a systemic Process. *Abstracts of Plenary Lectures and Regular Lectures*, ICME9, Tokyo/Makuhari, Japan.
- Woodrow, D. (2000). Redefining the Teachers Role: Developments in Teacher Education and Training in England. *Paper for Working Group for Action nr 7*, ICME9, Tokyo/Makuhari, Japan.
- Yoshida M. (1999). *Lesson study: A Case of Japanese Approach to Improving Instruction through School-based Teacher Development*, University of Chicago, USA.

---

**Rapporter från**  
**Nationellt Centrum för Matematikutbildning, NCM**  
**Göteborgs universitet**

- 2001:1 **Hög tid för matematik**  
Nationellt Centrum för matematikutbildning, NCM
- 2001:2 **Hur kan lärare lära?**  
Lars Mouwitz
- 2001:3 **Svårt att lära – lätt att undervisa?**  
Göran Emanuelsson
- 2001:4 **Kompetensutveckling med IT-stöd**  
Günther Dippe

ISSN 1650-335X

Beställes från

NCM  
Göteborgs universitet  
Vera Sandbergs allé 5A  
412 96 Göteborg

E-post: *ncm@ncm.gu.se*  
Fax: 031-773 22 00  
Tel: 031-773 22 03