

TABLE OF CONTENTS

Preface	1
1. PREPARING MATHEMATICS FOR STUDENTS	
Introduction <i>Bernard Winkelmann</i>	9
Eclectic approaches to elementarization: Cases of curriculum construction in the United States <i>James T. Fey</i>	15
Didactical engineering as a framework for the conception of teaching products <i>Michèle Artigue</i>	27
Mathematical curricula and the underlying goals <i>Uwe-Peter Tietze</i>	41
2. TEACHER EDUCATION AND RESEARCH ON TEACHING	
Introduction <i>Rolf Biehler</i>	55
Reflections on mathematical concepts as starting points for didactical thinking <i>Hans-Joachim Vollrath</i>	61
Beyond subject matter: A psychological topology of teachers' professional knowledge <i>Rainer Bromme</i>	73
Dialogue between theory and practice in mathematics education <i>Heinz Steinbring</i>	89
On the application of science to teaching and teacher education <i>Thomas J. Cooney</i>	103
3. INTERACTION IN THE CLASSROOM	
Introduction <i>Rudolf Sträßer</i>	117
Theoretical and empirical approaches to classroom interaction <i>Maria G. Bartolini Bussi</i>	121
Theoretical perspectives on interaction in the mathematics classroom <i>Heinrich Bauersfeld</i>	133

Working in small groups: A learning situation? <i>Colette Laborde</i>	147
Mathematics classroom language: Form, function and force <i>David Pimm</i>	159
4. TECHNOLOGY AND MATHEMATICS EDUCATION	
Introduction <i>Bernard Winkelmann</i>	171
The role of programming: Towards experimental mathematics <i>Rosamund Sutherland</i>	177
Computer environments for the learning of mathematics <i>David Tall</i>	189
The role of cognitive tools in mathematics education <i>Tommy Dreyfus</i>	201
Intelligent tutorial systems <i>Gerhard Holland</i>	213
5. PSYCHOLOGY OF MATHEMATICAL THINKING	
Introduction <i>Roland W. Scholz</i>	225
The interaction between the formal, the algorithmic, and the intuitive components in a mathematical activity <i>Efraim Fischbein</i>	231
From Piaget's constructivism to semantic network theory: Applications to mathematics education - A microanalysis <i>Gerhard Steiner</i>	247
The Sociohistorical School and the acquisition of mathematics <i>Joachim Lompscher</i>	263
Action-theoretic and phenomenological approaches to research in mathematics education: Studies of continually developing experts <i>Richard Lesh and Anthony E. Kelly</i>	277
6. DIFFERENTIAL DIDACTICS	
Introduction <i>Roland W. Scholz</i>	287
Mathematically retarded and gifted students <i>Jens Holger Lorenz</i>	291

Should girls and boys be taught differently? <i>Gila Hanna</i>	303
From "mathematics for some" to "mathematics for all" <i>Zalman Usiskin</i>	315
7. HISTORY AND EPISTEMOLOGY OF MATHEMATICS AND MATHEMATICS EDUCATION	
Introduction <i>Rolf Biehler</i>	327
The philosophy of mathematics and the didactics of mathematics <i>Paul Ernest</i>	335
The human subject in mathematics education and in the history of mathematics <i>Michael Otte and Falk Seeger</i>	351
Mathematics in society <i>Mogens Niss</i>	367
The representational roles of technology in connecting mathematics with authentic experience <i>James J. Kaput</i>	379
8. CULTURAL FRAMING OF TEACHING AND LEARNING MATHEMATICS	
Introduction <i>Rudolf Sträßer</i>	399
Comparative international research in mathematics education <i>David Robitaille and Cynthia Nicol</i>	403
Cultural influences on mathematics teaching: The ambiguous role of applications in nineteenth-century Germany <i>Hans Niels Jahnke</i>	415
Mathematics and ideology <i>Richard Noss</i>	431
Cultural framing of mathematics teaching and learning <i>Ubiratan D'Ambrosio</i>	443
LIST OF AUTHORS	457
SUBJECT INDEX	461