## Math Ed Comprehensive Exam Reading Lists, 2009–2011

## Summer 2011

- Clements, Sarama, Spitler, Lange, and Wolfe (2011). Mathematics Learned by Young Children in an Intervention Based on Learning Trajectories: A Large-Scale Cluster Randomized Trial. *Journal for Research in Mathematics Education*, 42 (2), 127–166.
- Dweck & Leggett (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273.
- Gravemeijer, K., Cobb, P., Bowers, J. and Whitenack, J. (2000). Symbolizing, Modeling, and Instructional Design. In Paul Cobb, Erna Yackel, & Kay McClain (Eds.) Symbolizing and Communicating in Mathematics Classrooms: Perspectives on Discourse, Tools, and Instructional Design. Mahwah, NJ: Erlbaum and Associates. 225-273.
- Gresalfi & Cobb (2011). Negotiating identities for mathematics teaching in the context of professional development. *Journal for Research in Mathematics Education*, 42 (3), 270–304.
- Lobato & Siebert (2002). Quantitative reasoning in a reconceived view of transfer. *Journal of Mathematical Behavior*, 21, 87–116.
- Salomon & Perkins (1998) Individual and social aspects of learning. *Review of Research in Education*, 23 (1), 1–24.
- Ross, McDougall, & Hogaboam-Gray (2003). A survey measuring elementary teachers' implementation of standards-based mathematics teaching. *Journal for Research in Mathematics Education*, 34 (4), 344–363.
- Speer & Wagner (2009). Knowledge needed by a teacher to provide analytic scaffolding during undergraduate mathematics classroom discussions. *Journal for Research in Mathematics Education*, 40 (5), 530–562.

## Summer 2010

- Cobb (1994). Where Is the Mind? Constructivist and Socilcultural Perspectives on Mathematical Development. *Educational Researcher*, 23 (7), 13–20.
- Hill, Ball, & Schilling (2008). Unpacking Pedagogical Content Knowledge:

  Conceptualizing and Measuring Teachers' Topic-Specific Knowledge of Students. *Journal for Research in Mathematics Education*, 39 (4), 372–400.
- Inglisa & Mejia-Ramos (2008). How persuaded are you? A typology of responses. *Research in Mathematics Education*. 10 (2), 119–133.
- Leonard, Brooks, Barnes-Johnson, & Berry (2010). The Nuances and Complexities of Teaching Mathematics for Cultural Relevance and Social Justice. *Journal of Teacher Education*, 61 (3), 261–270.
- Lobato, J. & Siebert, D. (2002). Quantitative reasoning in a reconceived view of transfer. Journal of Mathematical Behavior, 21, 87-116.
- Post, Medhanie, Harwell, Norman, Dupuis, Muchlinski, Andersen & Monson (2010). The impact of prior mathematics achievement on the relationship between high school mathematics curricula and post-secondary mathematics performance. *Journal for Research in Mathematics Education*, 41 (3), 274–308.
- Speer & Wagner (2009). Knowledge needed by a teacher to provide analytic scaffolding during undergraduate mathematics classroom discussions. *Journal for Research in Mathematics Education*, 40 (5), 530–562.

## Summer 2009

- Dahlberg, R. P. & Housman, D. L. (1997). Facilitating learning events through example generation. *Educational Studies in Mathematics*, *33*, 283-299.
- Harwell, M. R., Post, T. R., Maeda, Y., Davis, J. D., & Kahan, J. (2007). Standards-based mathematics curricula and secondary students' performance on standardized achievement tests. *Journal for Research in Mathematics Education*, 38(1), 71-101.
- Herzig, A. H. (2002). Where have all the students gone? Participation of doctoral students in authentic mathematical activity as a necessary condition for persistence toward the Ph.D. *Educational Studies in Mathematics*, 50, 177-212.
- Hill, H. C., Ball, D. L., & Schilling, S. G. (2008). Unpacking pedagogical content knowledge: Conceptualizing and measuring teachers' topic-specific knowledge of students. *Journal for Research in Mathematics Education*, 39(4), 372-400.
- Lobato, J. & Siebert, D. (2002). Quantitative reasoning in a reconceived view of transfer. *Journal of Mathematical Behavior*, 21, 87-116.
- Pirie, S., & Kieren, T. (1994). Growth in mathematical understanding: How can we characterise it and how can we represent it? *Educational Studies in Mathematics*, *26*, 165-190.
- Weber, K. (2008). How mathematicians determine if an argument is a valid proof. *Journal* for Research in Mathematics Education, 39(4), 431-459.