

Index to Volume 18

ARTICLES

ADAMS, Raymond. See WU, Margaret.

AUBREY, Carol, DAHL, Sarah & GODFREY, Ray. Early mathematics development and later achievement: Further evidence. 18(2), 27–46.

BARKER, David. See LANNIN, John.

BRADLEY, Kelly, SAMPSON, Shannon & ROYAL, Kenneth. Applying the Rasch rating scale model to gain insights into students' conceptualisation of quality mathematics instruction. 18(2), 11–26.

BROWN, Tony. See CALDER, Nigel.

CADY, JoAnn, MEIER, Sherry & LUBINSKI, Cheryl. The mathematical tale of two teachers: A longitudinal study relating mathematics instructional practices to level of intellectual development. 18(1), 3–26.

CALDER, Nigel, BROWN, Tony, HANLEY, Una & DARBY, Susan. Forming conjectures within a spreadsheet environment. 18(3), 100–116.

CHEESEMAN, Jill. See CLARKE, Barbara.

CLARKE, Barbara, CLARKE, Doug & CHEESEMAN, Jill. The mathematical knowledge and understanding young children bring to school. 18(1), 78–103.

CLARKE, Doug. See CLARKE, Barbara.

CLEMENTS, Ken. See VAIYAVUTJAMAI, Pongchawee.

DAHL, Sarah. See AUBREY, Carol

DARBY, Susan. See CALDER, Nigel.

DOIG, Brian & GROVES, Susie. Easier analysis and better reporting: Modelling ordinal data in mathematics education research. 18(2), 56–76.

GODFREY, Ray. See AUBREY, Carol.

GRIMBEEK, Peter & NISBET, Steven. Surveying primary teachers about compulsory numeracy testing: Combining factor analysis with Rasch analysis. 18(2), 27–39.

GROVES, Susie. See DOIG, Brian.

HALLAGAN, Jean. The case of Bruce: A teacher's model of his students' algebraic thinking about equivalent expressions. 18(1), 104–124.

HANLEY, Una. See CALDER, Nigel.

IZARD, John. See WATSON, Jane.

KELLY, Ben. See WATSON, Jane.

LANNIN, John, BARKER, David & TOWNSEND, Brian. Algebraic generalisation strategies: Factors influencing student strategy selection. 18(3), 3–28.

LYNCH, Julianne. Assessing effects of technology usage on mathematics learning. 18(3), 29–43.

LEIKIN, Rosa & ROTA, Shelly. Learning through teaching: A case study on the development of a mathematics teacher's proficiency in managing an inquiry-based classroom. 18(3), 44–68.

LUBINSKI, Cheryl. See CADY, JoAnn.

MEIER, Sherry. See CADY, JoAnn.

NISBET, Steven. See GRIMBEEK, Peter.

NORTON, Stephen. Pedagogies for the engagement of girls in the learning of proportional reasoning through technology practice. 18(3), 69–99.

ROTA, Shelly. See LEIKIN, Rosa.

ROYAL, Kenneth. See BRADLEY, Kelly.

SAMPSON, Shannon. See BRADLEY, Kelly.

STACEY, Kaye & STEINLE, Vicki. A case of the inapplicability of the Rasch Model: Mapping conceptual learning. 18(2), 77–92.

STEINLE, Vicki. See STACEY, Kaye.

TOWNSEND, Brian. See LANNIN, John.

VAIYAVUTJAMAI, Pongchawee & CLEMENTS, Ken. Effects of classroom instruction on students' understanding of quadratic equations. 18(2), 47–77.

WATSON, Jane, KELLY, Ben & IZARD, John. A longitudinal study of student understanding of chance and data. 18(2), 40–55.

WU, Margaret & ADAMS, Raymond. Modelling mathematics problem solving item responses using a multidimensional IRT model. 18(2), 93–xx.

EDITORIALS

CALLINGHAM, Rosemary & BOND, Trevor. Research in mathematics education and Rasch measurement. 18(2), 1–10.

FORGASZ, Helen. Reflections: Past/future intersections. 18(1), 1–2.

WALSHAW, Margaret. Making a difference through mathematics educational research. 18(3) 1–2.

MISCELLANEOUS

Thanks to Reviewers. 18(3), 117.