

Index to Volume 19

ARTICLES

BERGSTEN, Christer. Investigating quality of undergraduate mathematics lectures. 19(3), 48–72.

BRAGG, Leicha. Students' conflicting attitudes towards games as a vehicle for learning mathematics: A methodological dilemma. 19(1), 29–44.

BUZUZI, George. See NYAUMWE, Lovemore.

CARREJO, David, & MARSHALL, Jill. What is mathematical modelling? Exploring prospective teachers' use of experiments to connect mathematics to the study of motion. 19(1), 45–76.

COOPER, Tom. See LAMB, Janeen.

DREYFUS, Tommy. See HERSHKOWITZ, Rina.

EVANS, David. See WONG, Monica.

GRAY, Eddie, & TALL, David. Abstraction as a natural process of mental compression. 19(2), 23–40.

GROOTENBOER, Peter, & HEMMINGGS, Brian. Mathematics performance and the role played by affective and background factors. 19(3), 3–20.

GROTH, Randall. Understanding Teachers' Resistance to the Curricular Inclusion of Alternative Algorithms. 19(1), 3–28.

HADAS, Nurit. See HERSHKOWITZ, Rina.

HEMMINGS, Brian. See GROOTENBOER, Peter.

HERSHKOWITZ, Rina, HADAS, Nurit, & DREYFUS, Tommy. Abstracting processes, from individuals' constructing of knowledge to a group's "shared knowledge". 19(2), 41–68.

LAMB, Janeen, COOPER, Tom, & WARREN, Elizabeth. Combining teaching experiments and professional learning: Conflicts between research and teacher outcomes. 19(3), 73–92.

LIM, Chap Sam. Characteristics of mathematics teaching in Shanghai, China: Through the lens of a Malaysian. 19(1), 77–88.

MARSHALL, Jill. See CARREJO, David.

MONAGHAN, John. See OZMANTAR, Mehmet.

NYAUMWE, Lovemore, & BUZUZI, George. Teachers' attitudes towards proof of mathematical results in the secondary school curriculum: The case of Zimbabwe. 19(3), 21–32.

OZMANTAR, Mehmet, & MONAGHAN, John. Mathematical abstraction: Dialectical considerations. 19(2), 89–112.

POLAND, Mariëlle. See VAN OERS, Bert.

TALL, David. See GRAY, Eddie.

VAN OERS, Bert, & POLAND, Mariëlle. Schematising activities as a means for encouraging young children to think abstractly. 19(2), 10–22.

WANG, Jianjun. A trend study of self-concept and mathematics achievement in a cross-cultural context. 19(3), 33–47.

WARREN, Elizabeth. See LAMB, Janeen.

WILLIAMS, Gaye. Abstracting in the context of spontaneous learning. 19(2), 69–88.

WONG, Monica & EVANS, David. Improving basic multiplication fact recall for primary school students. 19(1), 89–106.

EDITORIALS

MITCHELMORE, Michael & WHITE, Paul. Abstraction in mathematics education. 19(2), 1–9.

WALSHAW, Margaret. Research as a catalyst for the promotion of equity. 19(3), 1–2.

WALSHAW, Margaret. Responding to calls for greater accountability. 19(1), 1–2.

BOOK REVIEWERS

STILLMAN, Gloria. Alternative perspectives on communication in mathematics classrooms — A review of *Challenging perspectives on mathematics classroom communication*, Edited by Anna Chronaki and Iben Christiansen. 19(3), 93–97.

BOOKS REVIEWED

CHRONAKI, Anna, & CHRISTIANSEN, Iben. (Eds.). (2005). *Challenging perspectives on mathematics classroom communication*. 19(3), 93–97.

MISCELLANEOUS

ICMI Awards Committee. 19(1), 107.

Thanks to Reviewers. 19(3), 98.