

**SAMPLE PUBLICATIONS OF ONTARIO MATH EDUCATION RESEARCHERS
FEB, 2005**

Brock University

Eric Muller

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Muller, E.R. (2002). Enhancing mathematics teacher programs and responding to the shortage of mathematics teachers. *Second International Conference on the Teaching of Mathematics at the undergraduate level*, Crete.

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Jenkyns, T.A., and Muller, E.R. (2000). Triangular Triples from Ceilings to Floors", *The American Mathematical Monthly*, 107, p. 634.

Joyce Mgombelo

Mgombelo, J. (2003). Cartesian Subjectivity and the Question of Knowledge. *Educational Insights*, 8(2).

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Institute for Child Study (University of Toronto)

Joan Moss

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Lakehead University

Alex Lawson

Lawson, A. & Suurtamm, C. (2004). A Local Interpretation Of The Cognitive-By-Content Matrix: A Barrier To Better Test Design. *International Congress on Mathematical Education*. Copenhagen . Denmark . July 2004.

Lawson, A., (2003). Documenting reform instruction in the classroom, In E. Simmt and B. Davis (Eds.), *Proceedings of the 2003 Annual Meeting of the Canadian Mathematics Education Study Group*, (pp. 125-130). Edmonton, Alberta: CMESG.

Ann Kajander

Kajander, A. (2004). Ways of seeing. Unexpected student solutions and subsequent teacher responses. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 1391-1392). Toronto: OISE/UT.

Kajander, A., & Lovric, M. (2004). Transition from Secondary to Post-Secondary Mathematics: Changing Features of Students' Mathematical Knowledge and Skills and Their Influence on Students' Success. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 1, pp. 155-161). Toronto: OISE/UT.

Laurentian University

Luis Radford

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Comment: The current research at Laurentian, funded by SSHRC and carried out at the *Laboratory of Cultural Semiotics and Mathematical Thinking*, deals with the investigation of the role played by body, artifacts, and symbols in mathematical thinking.

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Serge Demers

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Radford, L. and Demers, S. (2004). La formazione iniziale per l'insegnamento nell'Ontario: qualche parametro del contesto istituzionale, in: M. I. Fandiño Pinilla (ed.) *Riflessioni sulla formazione iniziale degli insegnanti di matematica: una rassegna internazionale*, (pp. 177-194). Bologna: Pitagora Editrice.

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McMaster University

Miroslav Lovric

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OISE/UT

Rina Cohen

Cohen, R., & Leung, P. (2004). Math anxious, elementary teachers' change processes in a graduate course aimed at building math confidence and reducing anxiety. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 1079 - 1086). Toronto: OISE/UT.

Gila Hanna

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Doug McDougall

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Queen's University

Lynda Colgan

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Bill Higginson

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Geoff Roulet

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Peter Taylor

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Leo Jonker

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Trent University

Cathy Bruce

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University of Ontario Institute of Technology

Robin Kay

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University of Ottawa

Chris Suurtamm

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University of Windsor

Pat Rogers

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Anthony Ezeife

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University of Western Ontario

George Gadanidis

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Immaculate Namukasa

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York University

Walter Whiteley

Website: <http://www.math.yorku.ca/Who/Faculty/Whiteley/menu.html>

Team chair of Topic Study Group 16: Visualisation in the teaching and learning of mathematics, at the 10th International Congress on Mathematical Education, Copenhagen, Denmark, July 11-14.

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Margaret Sinclair

Website: <http://www.yorku.ca/sinclair>

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George Frempong

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Georgian College

Trish Byers

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Seneca College

Riaz Saloojee

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Sheridan College

Dragana Martinovic

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