

Index to Volume Thirty-Eight

Number 1 March 2018

Number 2 July 2018

Number 3 November 2018

Yasmine Abtahi	Vygotsky: a learning theory or a theory of development?	1: 23–24
Jehad Alshwaikh	Diagrams as communication in mathematics discourse: a social semiotic account	2: 9–13
Maria G. Bartolini Bussi	Answer to Gascón & Nicolás	3: 50–53
George Boggs, Ian Whitacre, Jennifer Schellinger, Zachary Champagne, Robert Schoen	Contextual meanings of the equals sign as conceptual blends	2: 34–39
Rod E. Case, Gwendolyn M. Williams, Peter Cobin	Metaphor and problem-solving among English language learners	3: 16–18
Egon J Chernoff	If Trump were an applicant to your mathematics education program, would you accept him? A response to Rodriguez, Kitchen and Harding	2: 27
Alf Coles	On observing mathematics teacher learning	3: 19–24
Karla Culligan, David Wagner	This is not mathematics	2: 14–18
Jennifer A. Czoher, Paul Christian Dawkins, Keith Weber	Alternative perspectives on cultural dimensions on proof in the mathematical curriculum: a reply to Shinno et al.	2: 23–25
Brent Davis	What sort of science is didactics?	3: 44–49
Jenni Ingram, Anne Watson	But are students communicating mathematically?	2: 19–21
Boris Koichu	On making epistemological inferences based on linguistic observations: a commentary on Shinno <i>et al.</i>	2: 25–27
Kotaro Komatsu, Taro Fujita, Keith Jones, Naoki Sue	Explanatory unification by proofs in a mathematics classroom	1: 31–37
Igor' Kontorovich	Roots in real and complex numbers: A case of unacceptable discrepancy	1: 17–19
Yvonne Lai, Erik Jacobson	Implications of pedagogical context for eliciting pedagogical content knowledge	2: 28–33
Sean Larsen	Didactical phenomenology: the engine that drives Realistic Mathematics Education	3: 25–29
Steve Lerman	Continuing the discussion on the ZPD	1: 24–25
Stephen Lerman	Towards subjective truths in mathematics education	3: 54–56
Andrea Maffia, Maria Alessandra Mariotti	Intuitive and formal models of whole number multiplication: relations and emerging structures	3: 30–36
Teo Paoletti, Kevin C. Moore	A covariational understanding of function: putting a horse before the cart	3: 37–43
Jérôme Proulx	Prescriptions and proscriptions on mathematics teaching : interesting cases of lost in translation	3: 56–57
Mulia Putra	How ethnomathematics can bridge informal and formal mathematics in mathematics learning process at school: a framework.	3: 11–14
Nenad Radakovic, Susan Jagger, Limin Jao	Writing and reading multiplicity in the uni-verse: engagements with mathematics through poetry	1: 2–6

David A Reid, Mellony Graven, Jean-François Maheux	Conversation	3: 14–16
Anthony Rodriguez, Richard Kitchen, Jenni L. Harding,	If Trump was an Applicant to Your Mathematics Education Program, Would you Accept Him? Considering a Difficult Topic	1: 19–21
Yusuke Shinno, Takeshi Miyakawa, Hideki Iwasaki, Susumu Kunimune, Tatsuya Mizoguchi, Terumasa Ishii, Yoshitaka Abe	Challenges in curriculum development for mathematical proof in secondary school: cultural dimensions to be considered	1: 26–30
Anna Sierpinska	Response to Culligan and Wagner's 'This is not mathematics'	3: 16
Nathalie Sinclair	Aesthetics as philosophy for mathematics education	2: 21–23
Ole Skovsmose	Critical constructivism: interpreting mathematics education for social justice	1: 38–43
Susan Staats	Coloring conjectures with sound, silence, syntax and gesture: a multimodal poetic analysis	2: 2–8
Debbie Stott	Observing aesthetic experiences and poesis in young students	1: 7–11
Debbie Stott	Responding to "a new look at the ZPD"	1: 21–23
Mathieu Thibault, Vincent Martin	Glissements et confusion autour du concept de probabilité	1: 12–16
Vanessa Sena Tomaz, Maria Manuela David	Mathematical artifacts as communicational facilitators between indigenous and non-indigenous cultures	3: 2–10

'For the Learning of Mathematics'
FLM Publishing Association
Fredericton, New Brunswick, Canada

List of readers and reviewers

FLM is appreciative of the thoughtful work of the following readers and reviewers:

Janet Ainley	Nadia Douek	Arthur B. Powell
Alayne Armstrong	Juan Godino	Luis Radford
Michal Ayalon	Amy Hackenberg	Melissa Rodd
Arthur Bakker	Markku Hannula	Anna Sfard
Mariolina Bartolini Bussi	Guershon Harel	Nathalie Sinclair
Richard Barwell	Marja van den Heuvel-Panhuizen	Jeppe Skott
Laurinda Brown	Dave Hewitt	Ole Skovsmose
France Caron	Einat Heyd-Metzuyanin	Sue Staats
Daniel Chazan	Tom Kieren	Paola Valero
Sean Chorney	Elizabeth Lake	David Wagner
Alf Coles	Lesley Lee	Keith Weber
Ubiratan D'Ambrosio	Steve Lerman	Rina Zazkis
Natasha Davidson	Lynn McGarvey	
Brent Davis	David Pimm	

Board of Directors of the FLM Publishing Association (2018–2019)

Egan Chernoff	Cynthia Nicol (Chair)
Claudia Corriveau	Susan Oesterle
Manon LeBlanc	Jo Towers
Peter Liljedahl	

Contributors

MARIA G. BARTOLINI BUSSI

Dept of Education and Humanities
University of Modena and Reggio Emilia
via Allegri, 9
42121, Reggio Emilia
Italy
(mariagiuseppina.bartolini@unimore.it)

ROD E. CASE

University of Nevada, Reno
College of Education
Reno, NV 89557
USA
(rcase@unr.edu)

PETER COBIN

ESL Teacher
Washoe County School District
Reno, NV 89512
USA
(pcobin@washoeschools.net)

ALF COLES

School of Education
University of Bristol
35 Berkeley Square
Bristol, BS8 1JA
UK
(alf.coles@bris.ac.uk)

MARIA MANUELA DAVID

Faculty of Education
Universidade Federal de Minas Gerais
Av. Antônio Carlos, 6627
Pampulha, Belo Horizonte, Minas Gerais
CEP: 31270-901
Brazil
(manuelamsdavid@gmail.com)

BRENT DAVIS

Werklund School of Education
University of Calgary
2500 University Drive NW
Calgary, AB T2N 1N4
Canada
(brent.davis@ucalgary.ca)

SEAN LARSEN

Fariborz Maseeh Department of Mathematics and Statistics
Portland State University
East Hall room 210
632 SW Hall Street
Portland, OR 97201
USA
(slarsen@pdx.edu)

STEPHEN LERMAN

Visiting Professor
Marang Centre, School of Education
University of the Witwatersrand
Private Bag 3
Johannesburg 2050
South Africa
(slerman3@gmail.com)

ANDREA MAFFIA

Dipartimento di Scienze dell'Educazione "G.M. Bertin"
Università di Bologna
Via Filippo Re 6
Bologna, BO 40126
Italy
(andrea.maffia2@unibo.it)

MARIA ALESSANDRA MARIOTTI

Dipartimento di Ingegneria dell'informazione e
scienze matematiche
Università di Siena
Via Roma 56
Siena, SI 53100
Italy
(mariotti21@unisi.it)

KEVIN C. MOORE

Mathematics & Science Education
University of Georgia
111 Aderhold Hall
Athens, GA 30602
USA
(kvcmoore@uga.edu)

TEO PAOLETTI

Mathematical Sciences
Montclair State University
1 Normal Ave
Montclair, NJ 07043
USA
(paolettit@montclair.edu)

JÉRÔME PROULX

Laboratoire Épistémologie et Activité Mathématique
Département de mathématiques
Université du Québec à Montréal
C.P. 8888, Succ. Centre-Ville
Montréal, QC H3C 3P8
Canada
(proulx.jerome@uqam.ca)

MULIA PUTRA

International Development and Cooperation (IDEC)
Hiroshima University
1-5-1 Kagamiyama
Higashi-Hiroshima City, Hiroshima, 739-8529
Japan
(akhiputra@gmail.com)

ANNA SIERPINSKA

5155 West Broadway
Montreal, QC H4V 2A1
Canada
(anna.sierpinska@concordia.ca)

VANESSA SENA TOMAZ

Faculty of Education
Universidade Federal de Minas Gerais
Av. Antônio Carlos, 6627
Pampulha, Belo Horizonte, Minas Gerais
CEP: 31270-901
Brazil
(vanessastomaz@gmail.com)

GWENDOLYN WILLIAMS

Auburn University
Department of Curriculum and Teaching
5078 Haley Center
Auburn, AL 36849
USA
(gmw0015@auburn.edu)