

## List of publications from the MERGA group at UiA, 2000-2008

### Claire Berg

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- Berg, C.** (2007). Focus on teachers' reflections and the role of the researcher in collaborative problem solving in algebra: building a learning community. *Proceedings of the NORMA 5 Conference*. (Trondheim 2005)
- Berg, C.** (2008). Expressing generality: focus on teachers' use of algebraic notation. In D.Pitta-Pantazi & G. Philippou (Eds.), *Proceedings of the Fifth Congress of the European Society for Research in Mathematics Education (Cerme5)* (pp. 1837-1846). Larnaca, Cyprus: Department of Education, University of Cyprus.
- Berg, C.** (in press). Mathematics student teachers as participants in a research project: the emergence of critical thinking. *Proceedings of ICMI conference* (Rome 2008)
- Berg, C.** (in preparation). A contextualized approach to proof and proving in mathematics education: focus on a community of inquiry. To be submitted to ICMI study 19, Proof and proving in mathematics education, May 10 - 15, 2009
- Berg, C.** (in preparation). Building a community of inquiry between teachers and didactician: The emergence of different layers of inquiry. To be submitted in NOMAD
- Grevholm, B., **Berg, C.**, & Johnsen, V. (2006). Student teachers' participation in a research project in mathematics education. In E. Abel, R. Kudzma, M. Lepik, T. Lepmann, J. Mencis, M. M. Ivanov. & M. Tamm (EDS.), *Teaching mathematics: Retrospective and perspectives, 7<sup>th</sup> international conference May 12-13, 2006*, (pp. 61-68). Tartu, Estonia: Tartu Ulikool.
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### Raymond Bjuland

- Bjuland, R.** (2002). *Problem solving in geometry. Reasoning processes of student teachers working in small groups: A dialogical approach*, Department of Applied Education, Faculty of Psychology, University of Bergen, Norway. (ISBN: 82-497-0121-6).
- Bjuland, R.** (2004). Student teachers' reflections on their learning process through collaborative problem solving in geometry. *Educational Studies in Mathematics*, 55, 199-225.
- Bjuland, R.** (2005). Dialogiske tilnærminger i klasserommet: Utvikling av matematiske begreper gjennom lærer-elev dialog i klasserommet eller gjennom elevsamarbeid i

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- Bjuland, R.** (2007). Collaborative problem solving in geometry without teacher intervention. In C. Bergsten, B. Grevholm, H. S. Måsøval, & F. Rønning (Eds.), *Relating practice and research in mathematics education. Proceedings of NORMA 05, Fourth Nordic Conference on Mathematics Education* (pp. 177-188). Trondheim: Tapir Academic Press.
- Bjuland, R.** (2007). Adult students' reasoning in geometry: Teaching mathematics through collaborative problem solving in teacher education. *The Montana Mathematics Enthusiast*, 4 (1), 1-30.
- Bjuland, R.** (2007). Mathematically productive discourses among student teachers. *Nordic Studies in Mathematics Education*, 12 (2), 33-55.
- Bjuland, R.**, Cestari, M. L., & Borgersen, H. E. (2007). En lærers bruk av problemløsningsverksted: Fra LCM til klasserommet. I B. Jaworski, A. B. Fuglestad, R. Bjuland, T. Breiteig, S. Goodchild, & B. Grevholm, (red.), *Læringsfelleskap i matematikk* (s. 151-160). Bergen: Caspar Forlag.
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- Cestari, M. L., **Bjuland, R.** & Borgersen, H. E. (2007). Identity in education. The constitution of mathematics teacher identity from a socio cultural perspective. In *The forth Nordic Conference on cultural and activity research (ISCAR)*, p. 16-17. Oslo: University of Oslo, Intermedia.
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- Bjuland, R.**, Cestari, M. L., & Borgersen, H. E. (2008). Pupils' mathematical reasoning expressed through gesture and discourse: A case study from a sixth-grade lesson. In D. Pitta-Pantazi & G. Philippou (Eds.), *Proceedings of the Fifth Congress of the European Society for Research in Mathematics Education (CERME 5, Larnaca, Cyprus)*. Department of Education, University of Cyprus.
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**Hans Erik Borgersen**

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### **Trygve Breiteig**

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- Breiteig, T.** (2008). Matematikk – mer enn tall og formler. In L.G. Briseid & P. Arneberg (eds.), *Fag og danning*. Bergen: Fagbokforlaget.
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### **Martin Carlsen**

**Carlsen, M.** (2005). Conceptual understanding of the dot product. *Nordic Studies of Mathematics Education*, 10 (3-4), 3-28.

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### **Maria Luiza Cestari**

**Cestari, M. L.** (2004). Teachers watching videos of mathematical lessons and reflecting on their own practice: The analytical perspective. In: B. Clarke et all. (Eds.) *International perspectives on learning and teaching mathematics.* Göteborg: Göteborg University, National Center for Mathematics Education, 2004 (translated to Swedish in 2006).

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