

## Publications for Judy Anderson

### 2017

Geiger, V., Anderson, J., Hurrell, D. (2017). A case study of effective practice in mathematics teaching and learning informed by Valsiner's zone theory. *Mathematics Education Research Journal*, 29(2), 143-161. <a href="http://dx.doi.org/10.1007/s13394-017-0191-9">[More Information]</a>

Tully, D., Poladian, L., Anderson, J. (2017). Assessing the creation of value in a community of practice linking pre-service and in-service mathematics teachers. *40th Annual Conference of the Mathematics Education Research Group of Australasia (MERGA 2017)*, Melbourne: MERGA Inc. <a href="https://www.merga.net.au/node/38?year=2017">[More Information]</a>

Anderson, J., Katrak, Z. (2017). Higher order thinking, engagement and connectedness in lessons based on STEM contexts. *41st Conference of the International Group for the Psychology of Mathematics Education (PME41)*, Singapore: PME.

Carmichael, C., Callingham, R., Anderson, J. (2017). Introduction to MERJ special issue, "Theoretical foundations of engagement in mathematics: empirical studies from the field". *Mathematics Education Research Journal*, 29(2), 131-132. <a href="http://dx.doi.org/10.1007/s13394-017-0207-5">[More Information]</a>

Durksen, T., Way, J., Bobis, J., Anderson, J., Skilling, K., Martin, A. (2017). Motivation and engagement in mathematics: A qualitative framework for teacher-student interactions. *Mathematics Education Research Journal*, 29(2), 163-181. <a href="http://dx.doi.org/10.1007/s13394-017-0199-1">[More Information]</a>

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Anderson, J. (2016). Inquiry-based learning. In G. Hine, R. Reaburn, J. Anderson, L. Galligan & C. Carmichael (Eds.), *Teaching secondary mathematics*, (pp. 117-145). Great Britain: Cambridge University Press.

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Little, J., Anderson, J. (2016). What factors support or inhibit secondary mathematics pre-service teachers' implementation of problem-solving tasks during professional experience? *Asia-Pacific Journal of Teacher Education*, 44(5), 504-521. <a href="http://dx.doi.org/10.1080/1359866X.2015.1115822">[More Information]</a>

Skilling, K., Bobis, J., Martin, A., Anderson, J., Way, J. (2016). What secondary teachers think and do about student engagement in mathematics. *Mathematics Education Research Journal*, 28(4), 545-566. <a href="http://dx.doi.org/10.1007/s13394-016-0179-x">[More Information]</a>

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Way, J., Bobis, J., Anderson, J. (2015). Teacher representations of fractions as a key to developing their conceptual understanding. *39th Conference of the International Group for the Psychology of Mathematics Education (PME39)*, Hobart, Australia: Psychology of Mathematics Education (PME).

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Research Group of Australasia, Sydney: MERGA.

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## 2010

Lo, W., Anderson, J. (2010). Beyond the Curriculum: The Mathematical Beliefs of Pre-service Primary Teachers in Hong Kong. *33rd annual conference of the Mathematics Education Research Group of Australasia - MERGA33 2010 Shaping the future of mathematical education*, Fremantle: Mathematics Education Research Group of Australasia (MERGA).

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