

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
1	Achary, S., & Naidoo, R	Centre for Advanced Computer Modelling and Manufacturing, Durban Uni. of Tech.	18 – 21 Jan., 2010	The Effect of Mathematics Game-Based Learning in Grade Seven	18th SAARMSTE Vol.3 (Short Papers)	206-16
2	Adendorff, S, & Smit, S	University of Stellenbosch (IMSTUS)	2 – 6 Jul., 2001	Refocusing on the informal test: A diagnostic formative assessment tool for the OBE-based teaching of mathematics in schools	AMESA Vol. 1 (7th National Congress)	75 - 85
3	¹ Adler, J., & ² Pillay, V	¹ Wits; ² Marang Centre for mathematics and Sc. Edu., Wits	2007	An investigation into mathematics for teaching: Insights from a case	AJRMSTE, Vol. 11 (2)	85-102
4	¹ Adler, J., & ² Davis, Z.	¹ WITS, SA, ² University of Cape Town, SA	2006	Opening Another Black box: Researching Mathematics for Teaching in Mathematics Teacher Education	Journal of Research in Mathematics, Vol. 37 (4)	271 - 296
5	Adler, J., & Davis, Z.	Wits; UCT.	Jan., 2006	Studying mathematics for teaching inside teacher education	14th SAARMSTE Proceedings	160–165
6	Adler, J	University of the Witwatersrand, School of Education	10 – 14 Jan, 2005	Researching mathematics teacher education: The QUANTUM Project and its progress	13th SAARMSTE Proceedings	11 – 23
7	Adler, J	University of the Witwatersrand	22 – 26 Jan., 2002	Inset and mathematics teachers' conceptual knowledge- in- practice	10th SAARMSTE Proceedings	1 – 9
8	Adler, J	University of the Witwatersrand	1999	The dilemma of transparency: Seeing and seeing through talk in the mathematics classroom	Journal of Research in Mathematics Education, Vol. 30, No. 1	47 – 64
9	Adler, J	University Of Witwatersrand	14 – 17 Jan., 1998	Doing A Base-line Study	6th SAARMSTE Proceedings	30 – 38
10	Adler, J.	University Of The Witwatersrand	22 – 26 Jan., 1997	Teaching cases And Dilemma Language: A Potentially Powerful Tool In Mathematics Teacher Education	5th SAARMSTE Proceedings	197 – 203

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
11	Adler, J.	University Of The Witwatersrand, Johannesburg	Jan., 1995 Vol. 1	Participatory, Inquiry pedagogy, Communicative Competence And Mathematical Knowledge In A Multilingual Classroom: A Vignette	3rd SAARMSTE Proceedings	1 - 26
12	Adler, J	University of the Witwatersrand	Sept.,1993	Moving beyond apartheid or more of the same? Political dimensions of national examining at the Std level.	Pythagoras, No. 32	29 – 34
13	Adler, J.	University of Witwatersrand	Jan. 28-31, 1993	Activity Theory As Tool For A Mathematics Teacher-As- Researcher.	1st SAARMSTE Proceedings	53 - 58
14	Aineamani, B	Wits	18 – 21 Jan., 2010	Reasoning and communicating mathematically focusing on word problems and construction of proof	18th SAARMSTE Vol.1 (Long Papers)	38-50
15	Aldous, C.	University of Pretoria	2004	Science and Mathematics teacher's perception of C2005 in Mpumalanga secondary schools.	AJRMSTE Vol. 8 (1)	65 – 76
16	Aldous, C., Hattingh, A., Swanepoel, A., & Van der Linde, M	University of pretoria, SA	13 – 17 Jan, 2004	Predictors of learner performance in a large-scale study in Mpumalanga	12th SAARMSTE Proceedings	22 -2 7
17	Alex, K.,& Mammen, J	WSU	18 – 21 Jan., 2010	Towards the development of an instructional framework in line with van Hiele phases to teach geometry in senior secondary schools	18th SAARMSTE Vol. 2 (Short Papers)	203-207
18	Amoah, V. K.	University Of Transkei	19 – 22 Jan.,2000	A New Approach To Calculus Teaching And Learning: The Achievement Of Mathematics Foundation Students.	8th SAARMSTE Proceedings	48 – 52
19	Amoah, V. K.	University Of The Western Cape, Bellville	14 – 17 Jan.,1998	Prediction Of First Year Mathematics Course Performance From Mathematics Placement Test At The University Of The Western Cape	6th SAARMSTE Proceedings	47 – 49

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
20	Amoah, V. K.	University Of The Witwatersrand	25 – 28 Jan. ,1996	The Place Of Ethnomathematics In The Secondary School Mathematics Curriculum In South Africa	4th SAARMSTE Proceedings	46 - 54
21	Amoah, V. K.	University Of The Witwatersrand, Johannesburg	25 – 28 Jan. ,1996	The Effect Of Time – Log On Mathematics attainment In Secondary Schools	4th SAARMSTE Proceedings	39 - 46
22	Anders, M.M	Universiteit van die Noorde	1987	Mathematical potential and socialization and the relevance of these to mathematics as a school subject	South African Journal of Education Vol. 7 (1)	42 – 46
23	Anderssen, E.C., & Myburgh, CPH	Rand Afrikaans University, Johannesburg.	1987	A computer- aided instruction model of time and space relations	South African Journal of Education	203 – 208
24	Arigbabu A.A., & Mji, A	CIMSTE, University of South Africa, SA	13 – 17 Jan, 2004	Is gender a factor on mathematics performance among Nigerian preservice teachers?	12th SAARMSTE Proceedings	40 – 44
	Atebe, HU & Schafer, M	RU	2010	Research evidence on geometric thinking level hierarchies and their relationships with students' mathematical performance	Journal of the Science Teachers Association fo Nigeria Vol. 45, Issue 1 & 2	75 - 84
25	Atebe, H.U., & Schafer, M	RU	18 – 21 Jan., 2010	Terminological primacy in high school learners' geometric conceptualization	18th SAARMSTE Vol. 1 (Long Papers)	119-129
26	Atebe, H.U., & Schafer, M	RU	19 – 22 Jan., 2009	The face of geometry instruction and learning opportunities in selected Nigerian and South African high schools	17th SAARMSTE Vol. 1 (Long Papers)	7 - 20
27	Atebe, H.U., & Schafer, M	RU	2008	“As soon as the four sides are all equal, then the angles must be 90° each”: Children’s misconceptions in geometry	AJRMSTE Vol. 12 (2)	27-66

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
28	Atebe, H.U., & Schafer, M	RU	14 – 18 Jan., 2008	Van Hiele levels of geometric thinking of Nigerian and South African mathematics learners	16th SAARMSTE Proceedings	104-116
29	Attwood, N	University of Cape Town	Aug., 2001	Relationships between mathematics aggregate, socio-economic status and gender of grade 8 learners in a school situated in an economically depressed area of the Cape Flats	Pythagoras No. 55	42 – 48
30	Austin, P., & Webb, P	NMMU	Dec, 2007	Developing inquiry-based teaching and learning in Family Maths programme facilitators	Pythagoras No. 66	52-63
31	Austin, P. & Webb, P.	University Of Port Elizabeth.	14 – 17 Jan.,1998	Family Maths: Changing Attitudes And Developing Cognitive Processes	6th SAARMSTE Proceedings	50 – 52
32	Bansilal, S	South African College of Open Learning, Durban, SA	22 – 26 Jan., 2002	An investigation into teachers' knowledge in Algebra	10th SAARMSTE	22 - 27
33	¹ Bansilal, S., & ² Wallace, J	¹ UKZN; ² Uni. of Toronto, Canada	2008	National performance assessment in a South African context: A case study of issues of classroom implementation and task design	AJRMSTE Vol. 12 (special edition)	77-92
34	Barnard, E., & Schafer, M	RU	19 – 22 Jan., 2009	An investigation into Grade R teachers' experiences of implementing numeracy in Grade R	17th SAARMSTE Vol.3 (Abstracts)	37
35	Barnard, JJ	Australian Council for Educational Research	1999	A technique for comparing a student's achievement in mathematics over a prolonged period of time	South African Journal of Education Vol. 19 (1)	28 - 30
36	Barnard, J.	University of SA	Jan. 28-31, 1993	Pupils' Understanding of Mathematics	1st SAARMSTE Proceedings	58 - 64

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
37	Barnard, J., & Strauss, J	Departement Nasionale Opvoeding (Opvoeringsbeleid)	Nov., 1990	Wiskunde-onderring in 'n tweede taal	Pythagoras No. 24	32 – 33
38	Barnard, J.J., & Strauss, J.	Randse Afrikaanse Universiteit	1989	Relation between basic concepts and achievement in mathematics.	South Afrcian Journal of Education Vol. 9, No. 2	228 – 233
39	Barnes, H., & Plomp, T	University of Pretoria, & University of Twente (the Netherlands), resp.	30 Jun., - 4 Jul., 2003	Identifying characteristics of an effective remedial mathematics intervention: A case study	AMESA Vol. 1 (9th National Congress)	316 – 324
40	Barnes, H.	University of Pretoria	2004	Realistic Mathematics education: Eliciting alternative mathematical conceptions of learners.	AJRMSTE Vol. 8 (1)	53 – 64
41	¹ Barnes, H., & ² Plomp, T.	¹ University of Pretoria; ² University of Twente, Netherlands.	13 – 17 Jan, 2004	Investigating a case of using the theory of realistic mathematics education as a means to improving the conceptual understanding of low attaining learners in mathematics	12th SAARMSTE Proceedings	66 – 74
42	Barnes, H	University of Pretoria	Jun., 2005	The theory of Realistic Mathematics Education as a theoretical framework for teaching low attainers in mathematics	Pythagoras No. 61	42 – 57
43	¹ Barwell, R., & ² Setati, M	¹ University of Bristol, UK (1 st author), ² University of the Witwatersrand (2 nd author)	2005	Multilingualism in mathematics education: A conversation between the North and the South	For the Learning of Mathematics Vol. 25, No. 1	20 – 23
44	Basbozkurt, H	Group SCMPC & Sch. Dev. Unit, UCT	18 – 21 Jan., 2010	A description and analysis of the occurrence of shifts in the domains of mathematical operations produced by criteria regulating the elaboration of mathematics in five working-class high schools in the Western Cape	18th SAARMSTE Vol.1 (Long Papers)	96-107

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
45	Basson, E & Grayson, D	UNISA; Dept. of Phy, UP	Jan., 2006	The interventions and means of support suggested by secondary South African mathematics and science teachers to address a lack in professionalism	14th SAARMSTE	191–197
46	Benade, CG., & Froneman, S	Sch. of chemical & Physical Sc., NWU, Potchefstroom	18 – 21Jan., 2010	The transition from secondary to tertiary mathematics	18th SAARMSTE Vol. 2 (Short Papers)	75-80
47	Benade, T	Dept. of natural Sc. North-West Uni., Potchefstroom	19 – 22 Jan., 2009	The influence of an in-service training programme on the standard of mathematics education	17th SAARMSTE Vol. 2 (short Papers)	38-44
48	Bennie, K	University of Cape Town, SA	10 – 14 Jan, 2005	Integrating assessment, teaching and learning of differentiation: Using student responses as feedback.	13th SAARMSTE Proceedings	46 – 52
49	Bennie, K.	University of Cape Town	2005	The NATH taxonomy as a tool for analysing course material in mathematics: A study of its usefulness and its potential as a tool for curriculum development	AJRMSTE Vol. 9 (2).	81 – 95
50	Bennie, K	Mathematics Learning And Teaching Initiative (Malati), Cape Town	14 – 17 Jan., 1998	An Analysis Of The Geometric Understanding Of Grade 9 Pupils Using Fuys Et al's Interpretation Of The Van Hiele Model	6th SAARMSTE Proceedings	64 – 70
51	Benzuidenhout, J	University of Stellenbosch	1 – 5 Jul., 1996	First – year university students' understanding of rate of change.	AMESA Proceedings 1 (2nd National Congress)	246 – 260
52	Berger, M	Wits	14 – 18 Jan., 2008	A computer Algebra System: A tool for semiotic activity	16th SAARMSTE Proceedings	199-208
53	Berger, M	Sch. of Maths, Wits	2007	CAS as a tool for learning mathematics at undergraduate level: Some aspects of its use	AJRMSTE Vol. 11 (1)	17-28

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
54	¹ Berger, M. & ² Cretchley, P.	¹ WITS & ² University of Sothorn Queensland, Toowoomba, Australia	2005	Technology and Mathematics learning at university level: A South African perspective	AJRMSTE Vol. 9 (2).	97 – 108
55	Berger, M	WITS University	2004	The functional use of a mathematical sign	Educational Studies in Mathematics Vol. 55, Nos. 1-3	81 –102
56	Berger, M	University of the Witwatersrand	2004	Heaps, complexes and concepts (part 2)	For the Learning of Mathematics Vol. 24, No. 3	11 – 17
57	Berger, M.	University Of The Witwatersrand	22 – 26 Jan., 1997	The Of The Graphic Calculator: A Vygotskian Perspective	5th SAARMSTE Proceedings	79 - 84
58	Berger, M	WITS University	7 – 11 Jul, 1997	The protocol and analysis of an interview	AMESA Proceedings 3 (3rd National Congress)	30 – 42
59	Bester, G	Universiteit van Suid- Afrika.	1988	The relation between the self-concept of the mathematics pupil and achievement in mathematics.	South African Journal of Education Vol. 8, No.3	165 – 169
60	Biyela, V.B.S	Esikhawini College of education	17 – 20 Jan, 2001	Mathematics anxiety among South African preservice teachers: A pilot project to develop a program in order to minimize anxiety through improving the classroom environment	9th SAARMSTE Proceedings	101 – 106
61	Blay, J.E.	Coll. Of Science, University Of The Witwatersrand	Jan., 1995 Vol. 1	A Study In Self-confidence And Mathematics Achievement.	3rd SAARMSTE Proceedings	12 - 48
62	¹ Bohlmann, C., & ² Pretorius, E	¹ UCT; ² UNISA	June, 2008	Relationship between mathematics and literacy: Exploring some underlying factors	Pythagoras No. 67	42-55
63	¹ Bopape, M., & ² Volmink, J. D	¹ MASTEC, Pietersburg, and ² University Of Natal, Respectively	14 – 17 Jan.,1998	A Conceptual Framework For School Based Inset [SBINSET] For Mathematics Teachers	6th SAARMSTE Proceedings	70 – 78

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
64	Bopape, M.	NOT SUPPLIED	25 – 28 Jan. ,1996	The School Based Inset [SBINSET] Pilot Questionnaires, Analysis Of Responses And The Way Forward	4th SAARMSTE Proceedings	73 -81
65	Bopape, M	Dept. of Education, Chuenespoort, Lebowa	Apr., 1991	LOGO and geometry teaching	Pythagoras No. 25	18 – 27
66	Botha, RJ	University of South Africa	2000	Quality and effectiveness in mathematics education: the role of the professional mathematics teacher/educator	South African Journal of Education Vol. 20 (2)	135 – 142
67	Botha, LF., van Biljon, A., Strauss,JP., Le Roux, HP	RIEP, University of the Free State, Bloemfontein	7 – 11 Jul, 1997	Some observations in implementing the problem – centred approach for the junior primary phase in mathematics	AMESA Proceedings 1 (3rd National Congress)	11 – 25
68	Bowie, L	University of Cape Town	Aug., 2000	A learning theory approach to students’ error in a calculus course	Pythagoras No. 52	2 – 14
69	Bowie, L.	University of Cape Town	Jan., 1995 Vol. 1	Mathematics Students’ Strengths And Weaknesses	3rd SAARMSTE Proceedings	49 - 63
70	Breen, C.	University of Cape Town	Apr., 2001	Coping with fear of mathematics in a group of preservice primary school teachers	Pythagoras No. 54	42 – 50
71	Breen., C	University of Cape Town	Dec., 2004	Perturbating the assessment of individuals and groups: Listening for challenges to mathematics teacher educators	Pythagoras No. 60	2 – 12
72	¹ Brijlall, D., & ² Maharaj, A	¹ Sch. of Sc. Maths & Tech Edu., UKZN and ² Sch. Mathematical Sciences, UKZN	18 – 21 Jan., 2010	An APOS analysis of students’ constructions of the concepts of monotonicity and boundedness of sequences	18th SAARMSTE Vol. 1 (Long Papers)	51-62
73	Brijlall, D	UKZN	Dec, 2008	Collaborative learning in a multilingual class	Pythagoras No. 68	52-61
74	¹ Brijlall, D & ² Maharaj, A	¹ Wits, & ² Sch. of mathematical Sc., UKZN	Jan., 2007	Constructing concepts of monotonicity and boundedness of sequences	15th SAARMSTEShort Papers)	183 - 190

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
75	Brodie, K & Berger, M	Wits	18 – 21 Jan., 2010	Towards a discursive framework for learner error in mathematics	18th SAARMSTE Vol. 1 (Long Papers)	169-181
76	Brodie, K., Shalem, Y., Sapire, I., & Manson, L	Wits	18 – 21 Jan., 2010	Conversations with the mathematics curriculum: testing and teacher development	18th SAARMSTE Vol. 1 (Long Papers)	182-191
77	¹ Brodie, K., ¹ Jina, Z., & ² Modau, S	¹ Wits; ² Rietvallei Sec. Sch.	2009	Challenges in implementing the new mathematics curriculum in grade 10: A case study	AJRMSTE Vol. 13 (1)	19-32
78	Brodie, K	Wits	Dec, 2007	Dialogue in mathematics classrooms: beyond question-and-answer methods	Pythagoras No. 66	3 - 13
79	K, Brodie	Wits	Jan., 2007	The mathematical work of teaching: Beyond distinctions between “Traditional” and “Reform”	15th SAARMSTE (Long Papers)	11 – 21
80	Brodie, K.	WITS, SA	2006	Teaching mathematics for equity: Learner contributions and lesson structure	AJRMSTE Vol. 10 (1)	13 – 24
81	Brodie, K	NOT SUPPLIED	10 – 14 Jan, 2005	Learner contributions in mathematics classrooms	13th SAARMSTE	87 – 97
82	Brodie, K	University of the Witwatersrand	2 – 6 Jul., 2001	Changing Practices, changing knowledge: towards mathematics pedagogical content knowledge in South Africa	Vol. 1 (7th National Congress)	86 – 98
83	Brodie, K.	University of the Witwatersrand	Apr., 2001	Changing practices, changing knowledge: towards mathematics pedagogical content knowledge in South Africa	Pythagoras No. 54	17 – 25
84	Brodie, K	Education Department, Wts University	19 – 22 Jan.,2000	Mathematics Teacher Development In Under-Resourced Contexts: A Case Study	8th SAARMSTE Proceedings	65 – 73
85	Brodie, K.	University of the Witwatersrand	2000	Teacher intervention in small-group work	For the Learning of Mathematics Vol. 20, No. 1	9 – 16

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
86	Brodie, K.	Education Dept. Wits University.	14 – 17 Jan.,1998	Teacher –Or Learner – centred: How Do Mathematics Teachers In South Africa Teach?	6th SAARMSTE Proceedings	85 – 93
87	Brodie, K	University of the Witwatersrand	Dec., 1996	Small group work, teaching and learning	Pythagoras No. 41	7 – 14
88	Brodie, K	University of the Witwatersrand	1 – 5 Jul., 1996	Communicating in small groups: Some difficulties for pupils and teachers	AMESA Proceedings 1 (2nd National Congress)	97 – 111
89	Brodie, K	University Of The Witwatersrand	25 – 28 Jan. ,1996	Communicating In Small Groups: An Analysis Of difficulties	4th SAARMSTE Proceedings	81 - 92
90	Broekmann, I., & Henning, L	University of the Witwatersrand, Johannesburg, South Africa	22 – 26 Jan., 2002	The tyranny or blessedness of marks	10th SAARMSTE	30 – 35
91	Broekmann, I	University Of The Witwatersrand	19 – 22 Jan.,2000	The Use Of Narrative And Biographic Methods In Mathematics Education Research	8th SAARMSTE Proceedings	74 – 79
92	Brombacher, A	Westerford High School, Rondebosch	Apr., 1999	Where was the mathematics?	Pythagoras No. 48	40 – 44
93	Brown, B	RUMEP, Rhodes University, SA	13 – 17 Jan, 2004	Developing an instrument to investigate professional development activities in RUMEP Collegial Clusters	12th SAARMSTE Proceedings	95 – 101
94	Brown, B	RU	19 – 22 Jan., 2009	Rich conceptualization in mathematics learning: The case of rational numbers	17th SAARMSTE Vol. 1 (Long Papers)	41-53
95	Budge, V	University of the Witwatersrand	Apr., 2001	Reflections on an academic development program	Pythagoras No. 54	51 – 54
96	Campbell, A., Anderson, T.R., & Ewer, p.	University of Natal, Pietermaritzburg	11 – 15 Jan.,2003	An investigation of first-year mathematics students' prior knowledge of algebra.	11th SAARMSTE Proceedings	342 – 347

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
97	Chacko, I.	University of the North, SA	2004	Solution of real-world and standard problems by primary and secondary school students: A Zimbabwean example	AJRMSTE Vol. 8 (2)	91 – 103
98	Chantler, E. W J.	Cape Town coll. Of Education	25 – 28 Jan. ,1996	An Investigation Into How Pupils (5 – 9 Year Old) acquire Mathematical Concepts In a Multi-Cultural South African Society	4th SAARMSTE Proceedings	97 - 98
99	Chantler, E.W.J	Cape Town coll. Of Education	25 – 28 Jan. ,1996	The Use Of Video As A Means To Critically Analyse And Assess The success Of Our Teaching Methods In Mathematics	4th SAARMSTE Proceedings	99 - 100
100	Chuene, KM	University of the North	7 – 11 Jul, 1997	Perceptions of mathematics pre-service and novice teachers on mathematics teaching	AMESA Proceedings 3 (3rd National Congress)	43 – 50
101	Chuene, K.M., Lubben, F., & Newson, G.	University Of The North, & University Of York (U.K) Respectively	22 – 26 Jan., 1997	A Comparison Of the Influence Of Educational Experience On The Perception Of Preservice Teachers And Novice Teachers On Mathematics Teaching In South Africa	5th SAARMSTE Proceedings	203 – 210
102	Clarke, D	Australian Catholic University	Apr., 2003	Using a children’s storybook as a springboard for exciting measurement activities in the early years of school	Pythagoras No. 57	6 - 10
103	Coetzee, K	Mondeor High School, SA	13 – 17 Jan, 2004	Mathematical reasoning in collaborative whole-class discussion	12th SAARMSTE Proceedings	134 – 139
104	Collins, H	University of Cape Town	Aug., 2001	Assessing grade 12 students’ learning of trigonometric curves	Pythagoras No. 55	14 – 29
105	Colly, J	University of Cape Town	Dec., 2001	High school accountancy and art students’ ability to visualise the rotation of five three-dimensional objects (cubes) in a two-dimensional presentation format: a comparison and remediation study	Pythagoras No. 56	29 – 37

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
106	Conradie, J., & Frith, J.	University of Cape Town	2000	Comprehension tests in mathematics	Educational Studies in Mathematics Vol. 42, No. 3	225 – 235
107	¹ Cranfield, C., Kuhne, C., ¹ Powell, G., ³ Heuvel-Panhuizen, M., ¹ Ensor, P., & ² Lombard, A.P	¹ University of Cape Town, SA, ² Cape Technikon, SA & ³ Freudenthal Institute, University of Utrecht, Netherlands	10 – 14 Jan, 2005	How grade 1 to 3 children learn, understand and solve early number problems	13th SAARMSTE Proceedings	142 – 152
108	Cronje, F.	RADMASTE, University of the Witwatersrand	14 – 17 Jan., 1998	Deductive Proof: A Gender Study	6th SAARMSTE Proceedings	131 – 135
109	Cronje, F.	University Of The Witwatersrand	22 – 26 Jan., 1997	Geometry And Gender	5th SAARMSTE Proceedings	95 – 98
110	Cronje, LS., & Barnard, J.J.	University of South Africa	1996	Euclidean geometry: cognitive gender differences.	South African Journal of Education Vol. 16 (1)	1 – 4
111	Crowe, A.A	UCT	Jan., 2008	Developing a conceptual framework for analysing and describing standards in South African senior certificate examinations	16th SAARMSTE Proceedings	13-29
112	Dabula, N., & Schafer, M	Rhodes University	1 – 5 Jul, 2002	Student teacher's exploration of beadwork: Cultural heritage	AMESA Proceedings 1 (8th National Congress)	52- 63
113	Davis, Z	Group SCMPC & Sch. Dev. Unit, UCT	18 – 21 Jan., 2010	Researching the constitution of mathematics in pedagogic contexts: from grounds to criteria to objects and operations	18th SAARMSTE Vol.1 (Long Papers)	378-387

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
114	Davis, Z & Johnson, Y	UCT	14 – 18 Jan., 2008	Initial remarks on the functioning of ground in the constitution of school mathematics, with reference to the teaching and learning of mathematics in five working class secondary schools in the Western Cape Province of South Africa	16th SAARMSTE Proceedings	117-130
115	De Villiers, GJ., & Cronje, JC.	University of Pretoria	2001	Using learners' responses to evaluate an educational mathematics web site.	South African Journal of Education Vol. 21 (3)	161 – 166
116	De Villiers, M	University of Durban- Westville	Dec., 1997	The future of secondary school geometry	Pythagoras No. 44	37 – 54
117	De Villiers, M. D.	University of Durban- Westville	1992	Conviction and explanation in the context of geometry.	South African Journal of Education Vol. 12 (4)	464 – 467
118	De Villiers, M	University of Durban- Westville, SA	Jul., 1991	Pupils' need for conviction and explanation within the context of geometry.	Pythagoras No. 26	18 – 27
119	De Villiers, M	University of Stellenbosch	Nov., 1990	The role and function of proof in mathematics	Pythagoras No. 24	17 – 27
120	De Villiers, MD	University of Stellenbosch, SA	1988	Modelling with step – functions	Mathematics in School Vol. 17, No. 5	8 – 10
121	De Villiers, M.D.	Universiteit van Stellenbosch	1987	Levels of understanding of certain mathematical concepts and processes by prospective mathematics teachers.	South African Journal of Education Vol. 7 (1)	34 – 41
122	De Villiers, M.D.	Universiteit van Stellenbosch	1986	The subject perspectives of prospective mathematics teachers.	South African Journal of Education Vol. 6, No. 3	174 – 181
123	Dempster, E.R	UKZN	2007	Textual strategies for answering multiple choice questions among South African learners: what can we learn from TIMSS 2003?	AJRMSTE Vol. 11 (1)	47-60

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
124	Dickinson, J	Centre for development of Vista University, Pretoria.	13 – 17 Jan, 2004	Supporting learning in intermediate phase mathematics	12th SAARMSTE Proceedings	168 – 174
125	Dickson, M., & Adler, J.	University of the Witwatersrand	Aug., 2001	Differences in textbook use in mathematics classrooms across schools and across grades	Pythagoras No. 55	33 – 41
126	Diedericks, G	Edu., SC. & Skills Dev. (ESSD), HSRC	Jan., 2007	Use of assessment resource banks to improve learning and teaching	15th SAARMSTE (Short Papers)	191 - 196
127	Diedericks, D	Edu, Sc. & Skills Dev (ESSD), HSRC, SA	Jan., 2006	Understanding learner performance in number concept	14th SAARMSTE Proceedings	281–289
128	Dikgomo, P.	University of the Witwatersrand	14 – 17 Jan.,1998	Conceptual Difficulties: A Case Of Inequalities	6th SAARMSTE Proceedings	150 – 154
129	Dikgomo, P., & Marokana, S	NOT SUPPLIED	30 Jun., - 4 Jul., 2003	Critical perspectives on the Gauteng grade 12 mathematics examinations	AMESA Vol. 1 (9th National Congress)	332 – 339
130	Dlamini, C	University of the Witwatersrand	11 – 15 Jan.,2003	From ordinary English to mathematical symbolic language: A case of grade 10 learners solving algebra word problems	11th SAARMSTE Ptoceedings	285 – 296
131	¹ Du Plessis, J., & ² Setati, M	^{1&2} Marang Centre for mathematics and Sc. Edu., Wits	Jan., 2007	Using arithmetic to make sense of algebra: a focus on place value and long division	15th SAARMSTE (Long Papers)	119 – 125
132	Dlamini, C	University of the Witwatersrand	1 – 5 Jul, 2002	Language difficulties learners encounter when solving algebra word problems	AMESA Proceedings 2 (8th National Congress)	86 – 97
133	Du Toit, D.J	Natalse Onderwysdepartement, Pietermaritzburg	May, 1988	Doelstellings en die evaluering van algebra	Pythagoras No. 17	17 – 22
134	Duba, T	Durban Institute of Technology, SA	10 – 14 Jan, 2005	Mathematical literacy” A conceptual understanding	13th SAARMSTE Proceedings	204 – 214

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
135	Engelbrecht, J., & Harding, A	University of Pretoria	2004	Combining online and paper assessment in a Web-based course in undergraduate mathematics.	Journal of Computers in Mathematics and Science Teaching Vol. 23, No. 3	217 – 231
136	Engelbrecht, J. C	University of Pretoria	1997	Academic support in mathematics in a Third World environment	Journal of Computers in Mathematics and Science Teaching Vol. 16, No. 2/3	323 – 333
137	Engelbrecht, J.C	Universiteit avn Pretoria`	1990	Computer-aided instruction versus explorative use of the computer in teaching mathematics.	South African Journal of Education Vol. 10 (4)	300 – 306
138	Ensor, P., & Hoadley, U	University of Cape Town, SA	13 – 17 Jan, 2004	Researching pedagogy in mathematics classrooms	12th SAARMSTE Proceedings	196 – 203
139	Ensor, P	University of Cape Town	11 – 15 Jan., 2003	Sociological research in mathematics education in South Africa from the 1990s	11th SAARMSTE Ptoceedings	615 - 621
140	Ensor, P., Dunne, T., alant, J., Gumedze, F., Jaffer, S., Reeves, C. Tawodzera, G	University of Cape Town	22 – 26 Jan., 2002	Teachers, textbooks and Pedagogy: studying maths for all in primary classrooms	10th SAARMSTE Proceedings	30 – 38
141	Ensor, P	University of Cape Town	2001	From pre-service mathematics teacher education to beginning teaching: A study in reconceptualizing	Journal of Research in Mathematics Education Vol. 32, No. 3	296 – 320
142	Ensor, P	University of Cape Town	Apr., 2000	How do we grasp mathematics teacher educators' and teachers' tacit knowledge, in research design and curriculum practice?	Pythagoras No. 51	3 – 7
143	Ensor, P	University Of Cape Town	19 – 22 Jan., 2000	How Do We Grasp Mathematics Teacher Educators' And Teachers' Tacit Knowledge, In Research Design And Curriculum Practice?	8th SAARMSTE Proceedings	119 – 123

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
144	Ensor, P	University of Cape Town	Aug/Dec., 1998	Teachers' beliefs and the 'problem' of the social	Pythagoras No. 46/47	3 – 7
145	Ensor, P	University of Cape Town	Apr., 1997	School mathematics, everyday life and the NQF; a case of non-equivalence?	Pythagoras No. 42	36 – 44
146	Ensor, P	University of Cape Town	1 – 5 Jul., 1996	"Learning to teach" in the new South Africa	AMESA Proceedings 1 (2nd National Congress)	112 - 126
147	Ensor, P.	School Of Education, University Of Cape Town	Jan., 1995	The Marked And The Unmarked – A Reading Of student Journals In An Initial Mathematics Teacher Education Programme.	3rd SAARMSTE Proceedings	238 - 248
148	Essien, A.A	Marang Centre for mathematics and Sc. Edu., Wits	19 – 22 Jan., 2009	Pedagogical practices of teacher educators preparing pre-service teachers for teaching mathematics in multilingual classrooms	17th SAARMSTE Vol. 2 (short Papers)	120
149	Essiwn,AA	NOT SUPPLIED	27 – 30 Jun., 2005	Understanding of the concept of the equal sign amongst grade 8 and 8 learners	AMESA Vol. 1 (11 th National Congress)	26 – 33
150	Essien, A., & Setati, M.	WITS, SA	2006	Revisiting the equal sign: Some Grade 8 and 9 learners' interpretations.	AJRMSTE Vol. 10 (1)	47 – 58
151	Felix, C., & Sepeng, P	NMMU	19 – 22 Jan., 2009	Is there a correlation between the mathematical background and the throughput of in-service teachers enrolled for an Advanced certificate in education (Mathematical Literacy)?	17th SAARMSTE Vol.2 (short Papers)	127
152	Feza, N., & Webb, P	NMMU	Jan., 2006	Learners' understanding of geometry	14th SAARMSTE	308–315
153	Feza, N., & Webb, P.	University of Port Elizabeth	Dec., 2005	Assessment standards, van Hiele levels, and grade seven learners' understandings of geometry	Pythagoras No. 62	36 – 47

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
154	Fikile, M., & Rochford, K.	University Of cape town	19 – 22 Jan.,2000	Swazi High School mathematics Teachers' Beliefs about Their Current Classroom Practices	8th SAARMSTE Proceedings	325 – 328
155	Fox, TD., Vos, NB., & Geldenhuys, JL	NMMU	June, 2007	The experience of cross-cultural peer teaching for a group of mathematics learners	Pythagoras No. 65	45-52
156	Fraser, C., Murray, H., Hayward, B., & Erwin, P	University of Forte Hare (1 st & 3 rd authors), University of Stellenbosch (2 nd author), Rhodes University (4 th author)	Jun., 2004	The development of the common fraction concept in grade three learners	Pythagoras No. 59	26 - 33
157	Fraser, C., & Murray, H	Cape College of Education; University of Stellenbosch	2 – 6 Jul., 2001	The development of the common fraction concept in grade three learners	Vol. 1 (7th National Congress)	128 – 138
158	Frith, V., Jaftha, J., & Prince, R	University of Cape Town, SA	13 – 17 Jan, 2004	Students' confidence in doing mathematics and in using computers in a university foundation course	12th SAARMSTE Proceedings	234 – 245
159	Frith, V., Bowie, L., Gray, K., & Prince, R	Numeracy Centre, U.C.T	30 Jun., - 4 Jul., 2003	Mathematical literacy of students entering first year at a South African university	AMESA Vol. 1 (9th National Congress)	186 – 194
160	Gal, I	Uni. of Haifa, Israel	2009	South Africa's mathematical literacy and mathematics curricula: Is probability literacy given a fair chance?	AJRMSTE Vol. 13 (1)	50-61
161	Geldenhuys, J. L., & Adams, S. A	Vista University – Port Elizabeth Campus	19 – 22 Jan.,2000	Establishing A Framework For The Co-ordinated Teaching Of Physical Science And Mathematics At An Eastern Cape High School	8th SAARMSTE Proceedings	140 – 145
162	Gierdien, M.F	University of the Western cape, SA	13 – 17 Jan, 2004	Comparing teacher rhetoric and policymaker rhetoric: Examples from mathematics teachers in the Western cape	12th SAARMSTE Proceedings	256 – 265

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
163	Gierdien, M.F	University of the Western Cape	10 – 14 Jan, 2005	What do teachers learn when they examine student work?	13th SAARMSTE Proceedings	230 – 235
164	Glencross, M.J., Kulubya, M.M., Mji, A., Dabula, N.P., & Qwele, B. N.	University Of Transkei (1 st 3 authors), Cicira College Of Education (4 th author), Transkei College Of Education (5 th author)	19 – 22 Jan.,2000	Critical Variables That Influence First Year University Students In The eastern Cape To Study Mathematics	8th SAARMSTE Proceedings	146 – 151
165	Glencross, M.J	University Of Transkei	Jan., 1995 Vol. 1	An Analysis Of Errors In Algebra Among Standard 7 Children	3rd SAARMSTE Proceedings	253 - 258
166	Glencross, MJ., & Fridjhon, P.	University of Transkei	1990	Planning tomorrow's mathematics curriculum: curriculum decision-making for high-school teachers	South African Journal of Education Vol. 10 (4)	307 – 309
167	Goldstein, C. & Itzkin, A	Mathematics Consultant, & IEB Assessment Design Co-ordinator, resp.	1 – 5 Jul., 1996	An experiment in collaborative curriculum development: The independent examination board level one and two adult numeracy pilot examination	AMESA Proceedings 1 (2nd National Congress)	306 – 321
168	Govender, I	UKZN	2007	Experiences of learning and teaching: Problem solving in computer programming	AJRMSTE Vol. 11 (2)	39-50
169	Govendre, R., & De Villiers, M	University of the North, & University of Durban-Westville respectively	Jun., 2004	A dynamic approach to quadrilateral definitions	Pythagoras No. 59	34 – 45
170	Govender, R., & De Villiers, M	University of the North (1 st author), University of Durban-Westville(2 nd author)	13 – 17 Jan, 2004	A dynamic approach to quadrilateral definitions	12th SAARMSTE Proceedings	272 – 277

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
171	Govender, R	UWC	19 – 22 Jan., 2009	Developing further generalizations in a dynamic geometry context	17th SAARMSTE Vol.2 (short Papers)	153-159
172	Govender, V	NMMU	18 – 21 Jan., 2010	An investigation into the relationship between mathematical background and performance in first-year pre-calculus mathematics	18th SAARMSTE Vol.1 (Long Papers)	344-362
173	Grasser, B., & Broekmann, I	NOT SUPPLIED	2 – 6 Jul., 2001	Teachers are people too: A reflection on changing assessment practices in mathematics	AMESA Vol. 1 (7th National Congress)	139 – 150
174	Graven, M., Rollnick, M., Venkat, H., & Nakedi, M	Marang Centre for mathematics and Sc. Edu., Wits	19 – 22 Jan., 2009	Similarities and differences in the nature and role of contextualization in Mathematics, Mathematical Literacy and the Science South African FET curricula	17th SAARMSTE Vol. 2 (short Papers)	160-167
175	Graven, M	University of the Witwatersrand	Jun., 2005	Maths teacher retention and the role of identity: Sam's story	Pythagoras No. 61	2 – 10
176	Graven, M	WITS University	2004	Investigating mathematics teacher learning within an in-service community of practice: The centrality of confidence	Educational Studies in Mathematics Vol. 57, No. 2	177 – 211
177	Graven, M	University of the Witwatersrand, SA	13 – 17 Jan, 2004	Reconceptualising mathematics teacher confidence from a community of practice perspective.	12th SAARMSTE Proceedings	278 – 284
178	Graven, M	University of the Witwatersrand	2003	Teacher learning as changing meaning, practice, community, identity and confidence: the story of Ivan	For the Learning of Mathematics Vol. 23, No. 2	28 – 38

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
179	Graven, M	University Of The Witwatersrand	19 – 22 Jan.,2000	What Changes In Mathematics Teacher Identities Are Demanded By Current Curriculum Change In South Africa?	8th SAARMSTE Proceedings	158 - 161
180	Graven, M.	RADMASTE Centre, University of the Witwatersrand	14 – 17 Jan.,1998	Are Mathematics High School Teachers ready For Curriculum 2005? Research On The Impact Of In-service Mathematics Workshops And Its Implications For The New Outcomes Based Curriculum 2005	6th SAARMSTE Proceedings	172 – 179
181	Graven, M	WITS University, SA	7 – 11 Jul, 1997	The impact of in service mathematics workshops	AMESA Proceedings 1 (3rd National Congress)	88 – 96
182	Graven, M.	University Of The Witwatersrand	22 – 26 Jan., 1997	Researching The Impact Of In Service Workshops With Mathematics Teacher	5th SAARMSTE Proceedings	215 – 220
183	Grayson, D.J., & Ngoepe, M.	University of South Africa, Pretoria, SA	11 – 15 Jan.,2003	A survey of South African mathematics and science teachers' professional actions and attitudes	11th SAARMSTE (Vol 2)	77 – 83
184	Grayson, D., Ono, Y., Ngoepe, G., & Kita, M	UNISA,Nruto University of Education, UNISA, & Naruto University of Education, respectively	17 – 20 Jan, 2001	A comparison of mathematics and science high school teachers' attitudes in Japan and South Africa.	9th SAARMSTE Proceedings	119 – 1217
185	Green, F. B	University of Cape Town	Jan. 28-31, 1993	Academic Workshops And Group Work In A First Year University Mathematics Programme	1st SAARMSTE Proceedings	102 - 108
186	Grewal, A.S	University Of Transkei	Jan., 1995 Vol. 1	The Theoretical Perspectives Of Transkei Mathematics Teachers And Their Effects On Students' Performance	3rd SAARMSTE Proceedings	290 - 302
187	Grewal, A & Glencross, M.	University of Transkei	22 – 26 Jan., 1997	Error Analysis: Operations On Whole Numbers At Standard 5 Level	5th SAARMSTE Proceedings	124 – 128

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
188	Grewal, A.S & Glencross, M.J	University Of Transkei	25 – 28 Jan. ,1996	Errors In Arithmetic Among Standard 5 Children	4th SAARMSTE Proceedings	119 - 122
189	Guambe, R	University of the Witwatersrand	11 – 15 Jan.,2003	Language use in algebraic thinking: A case of second language learners in Mozambique	11th SAARMSTE Ptoceedings	98 – 101
190	Halpin, MN., &Marsh, TA	Rhodes University	1988	A computer inspired strategy for teaching equation solving	South African Journal of Education Vol. 8 (2)	155 – 158
191	Hartley, M.S., Treagust, D.F., & Ogunniyi, M.B	University of Stellenbosh,SA, Curtin University of Technology, Australia & University of the Western Cape,respectively	13 – 17 Jan, 2004	The effectiveness of an outreach programme in science and mathematics for disadvantaged grade 12 students in South Africa	12th SAARMSTE Proceedings	343 – 350
192	Hlomuka, J.	Vista University	1 – 5 Jul, 2002	On the function concept: An action research with early tertiary level learners	AMESA Proceedings 1 (8th National Congress)	60 – 71
193	Hobden, S	UKZN	18 – 21Jan., 2010	Looking back at school Mathematics: Insights from preservice teachers whostruggled to learn Mathematics	18th SAARMSTEVol.3 (Short Papers)	183-190
194	Hobden, S	University of Natal, SA	13 – 17 Jan, 2004	Like a person trying to catch soap BUBBLES: Preservice teachers’ struggles with mathematics literacy.	12th SAARMSTE Proceedings	373 – 378
195	Hobden, S.	University of Natal, Durban SA	22 – 26 Jan., 2002	Adapting to change: Towards an integrated style of mathematics education for preservice teachers.	10th SAARMSTE Proceedings	104 – 110
196	Hobden, S.	Edgewood College Of Education	19 – 22 Jan.,2000	Whatever Are They thinking? A Study Of the Personal Beliefs Of Preservice Teachers About Teaching And Learning Mathematics	8th SAARMSTE Proceedings	175 – 180

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
197	Hockman, M	University of the Witwatersrand	Jun., 2005	Dynamic geometry: an agent for the reunification of algebra and geometry	Pythagoras No. 61	31 – 41
198	Hockman, M	University of the Witwatersrand	Dec., 2001	The mediational effects of texts and technology in teacher preparation	Pythagoras No. 56	12 – 16
199	Hockman, M.	University Of The Witwatersrand	22 – 26 Jan., 1997	Mathematical Insights Courses – School Math Revisited	5th SAARMSTE Proceedings	416 – 420
200	Howie, S. J.	University of Pretoria	2003	Language and other background factors affecting secondary pupils' performance in mathematics in South Africa	AJRMSTE Vol. 7	1 – 20
201	Howie, S. J	University of Pretoria, SA.	22 – 26 Jan., 2002	School and classroom level factors and pupils' achievement in mathematics in South Africa: a close look at the South African TIMSS-R data	10th SAARMSTE Proceedings	116 – 124
202	Human, P.	University of Stellenbosch	May, 1988	Problem transformation: A fundamental strategy in arithmetic and algebra.	Pythagoras No. 17	6 – 10
203	Iisley, J., & Webb, P	University Of Port Elizabeth	14 – 17 Jan., 1998	Providing Access To Accredited In- Service Science And Mathematics Education: New Hope For The Underqualified Rural Primary School Teacher	6th SAARMSTE Proceedings	481 – 484
204	Jacobs, M.S	Cape Peninsula Uni. of Technology	19 – 22 Jan., 2009	Analysing university student competences when engaging with techniques of integration: a case of integration by parts	17th SAARMSTE Vol. 1 (Long Papers)	93-106
205	Jacobs, M	University of Technology, SA	10 – 14 Jan, 2005	Approaches to analysing students' written and oral responses in an entry level mathematics course	13th SAARMSTE Proceedings	282 – 291
206	Jaffer, S	Group SCMPC & Sch. Dev. Unit, UCT	18 – 21 Jan., 2010	An investigation into orientation towards privileged texts in grade 8 mathematics classrooms	18th SAARMSTE Vol.1 (Long Papers)	299-310

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
207	Jaffer, SA	Maths Edu Project	7 – 11 Jul, 1997	Is there a “Realistic” context for teaching integers? : A reflection on a research project	AMESA Proceedings 1 (3rd National Congress)	43 – 51
208	James, A., & van Laren, L.	UKZN	Jan., 2006	Researching the implementation of the new assessment policy in grade 9 mathematics and natural sciences learning areas	14th SAARMSTE Proceedings	379–383
209	James, A., & van Laren, L	University of Natal, SA	13 – 17 Jan, 2004	Implementation of the changed assessment policy in grade 9 mathematics and natural sciences learning areas	12th SAARMSTE Proceedings	405 – 409
210	Jina, Z., & Brodie, K	Wits	14 – 18 Jan., 2008	Teacher questions and interaction patterns in the new and old curriculum: A case study	16th SAARMSTE Proceedings	30-40
211	Jooste, Z	RUMEP	18 – 21 Jan., 2010	Why are learners’ and teachers’ experiencing difficulties with the concept of zero?	18th SAARMSTE Vol.3 (Short Papers)	280-284
212	Jooste, Z	Maths Learning and Teaching Initiative (Malati)	5 – 9 Jul., 1999	How grade 3 & 4 learners deal with fraction problems in context	AMESA Proceedings 1 (5th National Congress)	64 – 75
213	Joubert, GJ., Smith, JC., Human, PG., & de Villiers MD	Universiteit Stellenbosch	1990	Mathematical reading ability	South African Journal of Education Vol. 10 (1)	24 - 30
214	Julie, C	University of the Western	13 – 17 Jan, 2004	Device construction and navigation in paper space during the production of mathematical artefact by practising teachers	12th SAARMSTE Proceedings	417 – 431
215	Julie, C	University of the Western Cape	2002	The activity system of school-teaching mathematics and mathematical modelling	For the Learning of Mathematics Vol. 22, No. 3	29 – 34

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
216	Julie,C., Cooper,P., Daniels,M., Fray,B.,Fortune,R., Kasana,P.,Le Roux,P., Smith,E., Smith,R.,& Williams, E	University of the Western Cape	Aug/Dec., 1998.	“Global Graphs”: a window on the design of learning activities for outcomes-based education	Pythagoras No. 46/47	37 – 44
217	Julie, C	University of the Western Cape	Nov., 1990	The car, the party, the meeting and division by four.	Pythagoras No. 24	28 – 31
218	Kainose, M., Mhlolo, M., & Venkat, H	Marang Centre for mathematics and Sc. Edu., Wits	2009	Curriculum coherence: An analysis of the National Curriculum Statement for Mathematics (NCSM) and the exemplar papers at Further Education and Training (FET) level in South Africa	AJRMSTE Vol. 13 (1)	33-49
219	¹ Kacerja, S., Julie, C., & ² Hadjerrouit, S	¹ Dept. of mathematical Sc., Uni. of Agder, Norway; ² UWC	18 – 21 Jan., 2010	The contexts Albanian students prefer to use in mathematics and relationship to contemporary matters in Albania	18th SAARMSTE Vol.1 (Long Papers)	319-331
220	Kahn, M	Centre for Education Policy Development, Braamfontein, SA	1996	Some research issues and findings concerning funding policy for science and mathematics education in South Africa.	International Journal of Education Vol. 18, No. 5	511–523
221	Kannemeyer, L	University Of The Western Cape	14 – 17 Jan.,1998	Reformed Calculus Teaching: The UWC Experience	6th SAARMSTE Proceedings	208 – 216
222	Kannemeyer, L.	University of the Western Cape	1997	Reformed calculus teaching: The UWC experience.	JOSAARMSE No.1 vol.1	41 - 49
223	Kazima, M	University of Malawi/university of the Witwatersrand	10 – 14 Jan, 2005	What mathematical knowledge is required for teaching probability in secondary schools? : A research proposal	13th SAARMSTE Proceedings	331 – 335
224	Kazima, M.,& Adler, J	Marang Centre for mathematics and Sc. Edu., Wits	June, 2006	Mathematical knowledge for teaching: adding to the description through a study of probability in practice	Pythagoras No. 63	46-59

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
225	Kazima, M	Wits	Jan., 2006	Restructuring tasks: mathematical work of teaching	14th SAARMSTE Proceedings	384–389
226	Kelly, J.	44 Kildare Road, Glenwood, Durban, SA	1999	A longitudinal study measuring the ability of two South African mathematics tests to predict mathematics performance of grade 9 high school pupils	South African Journal of Education Vol. 19 (2)	100 – 108
227	Khoza, Z	PJ Simelane Secondary School, Gauteng Dept. of Edu	13 – 17 Jan, 2004	The extent to which mathematics learning outcomes are reflected in grade 9 assessment tasks	12th SAARMSTE Proceedings	480 – 487
228	Khumalo, G	NOT SUPPLIED	11 – 15 Jan.,2003	Secondary school mathematics teachers' beliefs and their classroom practice.	11th SAARMSTE Ptoceedings	399 – 402
229	King, L. C. C	University of Port Elizabeth, Port Elizabeth	22 – 26 Jan., 2002	Assessing the effect of an instructional intervention on the geometric understanding of learners in a South African primary school	10th SAARMSTE Proceedings	178 – 181
230	King, L., & Glover, H.	University Of Port Elizabeth	19 – 22 Jan.,2000	An Analysis Of The Algebraic Misconceptions Held By A Group Of eastern Cape Intermediate Phase Teachers	8th SAARMSTE Proceedings	152 – 157
231	Kotze, GS., & Strauss, JP	Uni. of the Free State	June, 2007	An investigation into the mathematics performance of grade 6 learners in South Africa	Pythagoras No. 65	24-31
232	Kotze, GS., & Strauss, JP	Uni. of the Free State	June, 2006	Contextual factors of the mathematics learning environment of grade 6 learners in South Africa	Pythagoras No. 63	38-45

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
233	Kuhne, C., Lombard, A.P., Heuvel-Panhuizen, M., Ensor, P., & Cranfield, C	University of Cape Town, SA (1 st , 4 th & 5 th authors), Cape Technikon, SA (2 nd author), Freudenthal Institute, University of Utrecht, Netherlands (3 rd author)	10 – 14 Jan, 2005	A learning pathway for number as a guide to instructional programme design	13th SAARMSTE Proceedings	361 – 369
234	Kulubya, MM & Glencross, MJ	University of Transkei	1 – 5 Jul., 1996	The effect of teachers' gender on pupils' attitudes toward mathematics	AMESA Proceedings 2 (2nd National Congress)	120 – 124
235	Kulubya, M.M & Glencross, M.J.	University of Transkei	25 – 28 Jan. ,1996	The relationship Between Teachers' Behaviour And Standard 10 Pupils' Mathematics Achievement	4th SAARMSTE Proceedings	158 - 163
236	Kwakapenda, W	University of the Witwatersrand	11 – 15 Jan., 2003	Researching school mathematical practices: How can concept mapping help?	11th SAARMSTE Proceedings	199 – 205
237	Langa, M., & Setati, M	Wits Dept. of Stat. & Actual Sc; Wits	Jan., 2006	Students' views on the use of home language for learning	14th SAARMSTE Proceedings	449–454
238	Langa, M., Setati, M., & Tshabalala, L	University of the Witwatersrand	10 – 14 Jan, 2005	The South African multilingual mathematics dictionary: A way to go for multilingual mathematics education?	13th SAARMSTE Proceedings	393 – 394
239	Laridon, P	University Of The Witwatersrand	19 – 22 Jan., 2000	Ethnomathematics And Performance In School Mathematics	8th SAARMSTE Proceedings	247 – 252
240	Laridon, P	RADMASTE Centre, University Of Witwatersrand	22 – 26 Jan., 1997	Algebraic And Visual Aspects Of Function Transformations As Developed Through Point-Plotting Or The Use Of The Graphics Calculator	5th SAARMSTE Proceedings	506 – 510
241	Laridon, P	University of the Witwatersrand	Aug., 1995	Intuitive probability concepts in South African adolescents	Pythagoras No. 37	25 – 29

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
242	Lauf, L	St. Stithians College, Johannesburg, SA	13 – 17 Jan, 2004	Towards an holistic approach to teaching and learning mathematics	12th SAARMSTE Proceedings	514 – 524
243	Laugksch,R.C., rakumako, A.M., Manyelo, T. H., Maybe, D. T	University of the North	17 – 20 Jan, 2001	Validation of an instrument appropriate for eliciting perceived INSET needs and demographic details of mathematics, physical science, and Biology teachers in the Northern province	9th SAARMSTE Proceedings	148 – 156
244	Le Roux,A., Olivier, A., & Murray, H.	University of Stenllenbosch	2004	Students struggling to make sense of fractions: an analysis of their argumentation	South African Journal of Education Vol. 24, No. 1	88 – 94
245	Le Roux,A., Olivier, A., & Murray, H	University of Stellenbosch	30 Jun., - 4 Jul., 2003	Children struggling to make sense of fractions: An analysis of children’s argumentation	AMESA Vol. 1 (9th National Congress)	248 – 259
246	Lebeta T.V	UP	Jan., 2007	Critical analysis of learners’ rationale for learning mathematics and how it relates to the working strategies and implications for curriculum development	15th SAARMSTE (Short Papers)	219 – 227
247	Lebeta,V. T.	University Of The North, QwaQwa Campus	19 – 22 Jan.,2000	Does Every (Word) Problem Have A Solution? : Some Perspectives In Mathematical Modelling Oriented Teaching	8th SAARMSTE Proceedings	253 – 258
248	Lebeta, TV	University of the North, Qwaqwa Campus	7 – 11 Jul, 1997	Reflection on primary maths project (PMP) : Is it an asset to primary school?	AMESA Proceedings 1 (3rd National Congress)	73 – 84
249	Lelliott, A., Mwakapenda, W., Doidge, M., du Plessis, J., Mhlolo, M., Msimanga, A., Mundalamo, F., Nakedi, M., & Bowie, L	Marang Centre for mathematics and Sc. Edu., Wits	2009	Issues of teaching and learning in South Africa: A disjunction between curriculum policy and implementation	AJRMSTE Special issue	47-64

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
250	Liebenberg, R	Mathematics Learning and Teaching Initiative	Apr., 1998	The usefulness of an intensive diagnostic test	Pythagoras No. 45	2 – 5
251	Likwambe, B., & Christiansen, IM	UKZN	Dec, 2008	A case study of the development of in-service teachers' concept image of the derivative	Pythagoras No. 68	22-31
252	¹ Linneweber-Lammerskitten, H., & ² Schafer, M	¹ Sch. of Teacher Edu., Uni, of applied Sciences, Northwestern Switzerland; ² RU	18 – 21 Jan., 2010	Motivating mathematical exploration through the use of video-clips: a collaborative research and development project between Switzerland and South Africa	18th SAARMSTE Vol.2 (Short Papers)	161-164
253	Lombard, A.P., & Auliffe, S	Cape Peninsula Uni. of Technology	19 – 22 Jan., 2009	Teaching numeracy teachers to teach numeracy: a comparative review of curriculum in terms of content, practical application and methodologies	17th SAARMSTE Vol. .2 (short Papers)	251-259
254	Long, C	Wits	Jan., 2006	The conceptual and historical development of ratio	14th SAARMSTE Proceedings	468–474
255	Lubben, F., Dlamini, B., Fumhanda, C., Mutimucuo, I., & Sanders, M	NOT SUPPLIED	10 – 14 Jan, 2005	Critical issues in developing research skills in mathematics, science and technology education through the Skills- For- Development project	13th SAARMSTE Proceedings	432 – 434
256	Lubisi, R. C.	Natal University, Pietermaritzburg	22 – 26 Jan., 1997	Beliefs On The Nature And Assessment Of Mathematics: A Case Of Preservice Teachers	5th SAARMSTE Proceedings	247 – 251
257	Lubisi, RC	Ministry of Education, Pretiria, SA	30 Jun., - 4 Jul., 2003	Teachers' assessment criteria in junior high school mathematics	AMESA Vol. 1 (9th National Congress)	52 – 70

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
258	Luckay, M.B., & Laugksch, R.C	UCT	14 – 18 Jan., 2008	Development and validation of instrument to monitor the success of constructivist learning environments in grade 9 natural science classrooms in South Africa	16th SAARMSTE Proceedings	41-56
259	¹ Lukhele, RB, ² Murray, H& Olivier, A	¹ MALATI (1 st author), ² University of Stellenbosch & MALATI (2 nd & 3 rd authors)	5 – 9 Jul., 1999	Learners' understanding of the addition of fractions	AMESA Proceedings 1 (5th National Congress)	87 – 97
260	Luneta, K., & Makonye, P	UJ	18 – 21 Jan., 2010	Learner mathematical thinking on grade 12 introductory differentiation: An analysis of errors and misconceptions	18th SAARMSTE Vol. 1 (Long Papers)	158-168
261	Luthuli, D. V.	University Of Natal, Durban.	Jan. 28-31, 1993	The Teacher- As –researcher: A Report On A Linear Programming Problem- Posing Workshop	1st SAARMSTE Proceedings	171 - 185
262	Machaba, F	Wits	Jan., 2007	The learning of mathematics by grade 10 learners through integration with contexts that draws on learners' everyday experiences both in mathematics and mathematical literacy classes: A research proposal	15th SAARMSTE (Short Papers)	228 – 232
263	Machaba, F	University of the Witwatersrand	10 – 14 Jan, 2005	Insights and misconceptions of grade 10 learners in a South African school (Soshanguve): The concepts of area and perimeter	13th SAARMSTE Proceedings	435 – 439
264	Machaba, F	University of the Witwatersrand	27 – 30 Jun., 2005	Insights and misconceptions of grade 10 learners in a South African school (SOSHANGUVE): The concepts of area and perimeter	AMESA Vol. 1 (11th National Congress)	60 – 62

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
265	MacKay, R	Group SCMPC & Sch. Dev. Unit, UCT	18 – 21Jan., 2010	Teachers' evaluations of learners' acquisition of criteria for the reproduction of mathematics	18th SAARMSTE Vol.1 (Long Papers)	285-298
266	Maharajh, N., Brijlall, D., & Govender, N	UKZN	2008	Preservice mathematics students' notions of the concept definition of continuity in calculus through collaborative instructional design worksheets	AJRMSTE Vol. 12 (special edition)	93-106
267	Maharajh, N., Brijlall, D., & Govender, N	UKZN	14 – 18 Jan., 2008	Pre-service teachers' conceptions of single-valued functions through collaborative learning	16th SAARMSTE Proceedings	715-728
268	Maharaj, A	UKZN	Dec, 2007	Using a task analysis approach within a guided problem-solving model to design mathematical learning activities	Pythagoras No. 66	34-42
269	Maharaj, A	University of Natal, Durban	30 Jun., - 4 Jul., 2003	Work in progress: Investigating the mathematics senior certificate examinations in South Africa: Implications for teaching	AMESA Vol. 1 (9th National Congress)	205 – 215
270	Maharaj, A	UNISA-SACOL	Dec., 2001	Implications from research for the teaching of the solution of polynomial equations	Pythagoras No. 56	17 – 25
271	Mahlobo, T	RU	19 – 22 Jan., 2009	An investigation into grade six and seven teachers' understanding in teaching and assessing five learning outcomes in mathematics curriculum in some rural Eastern Cape schools	17th SAARMSTE Vol.3 (Abstracts)	154-155
272	Mahlomaholo, M.G., Milton, N., Khabanyane, M., & Sookdin, U	Vista University	2000	The relationship between self-concept and performance in grade 11 mathematics	JOSAARMSE 4 (1)	33 – 44

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
273	Makahathini, T., & Brijlall, D	UKZN	18 – 21 Jan., 2010	An exploration of Grade 9 learners' fractional conceptions in two secondary schools: A Case Study	18th SAARMSTE Vol.3 (Short Papers)	225-233
274	Malone, J., & Stoker, J	Curtin University, & RUMEP, RU, resp.	Apr., 1996	Assessment concerns of South African Mathematics teachers	Pythagoras No. 39	33 – 37
275	Manga, K	RUMEP, RU	6 – 10 Jul., 1998	Problem solving in multigrade classes	AMESA Proceedings 1 (4th National Congress)	296 – 304
276	¹ Maoto, S., & ² Wallace, J.	¹ University of Limpopo, SA, & ² Curtin University of Technology, Australia	2006	What does it mean to teach mathematics for understanding? When to tell and when to listen	AJRMSTE Vol. 10 (1)	59 – 70
277	Maree, K	Universiteit van Pretoria	Aug., 1996	Die gebruik van vraelyste in die wiskundeklas	Pythagoras No. 40	7 – 13
278	Maree, J.g., Scholtz, S., Bota,H.j., & van Putten,S	University of Pretoria	2005	The experiential modification of a computer software package for graphing algebraic functions	South African Journal of Education Vol. 25, No. 2	61 – 68
279	Maree, JG., Janse van Resburg, H.M., & Cronje, J.C.	University of Pretoria	2000	Toepassingsmoontlikheid van rekenaargesteunde onerwys vir milieubenadeelde leerders in wiskunde in die senior primere fase: <i>The application possibility of computer-aided instruction (CAI) for milieu-deprived learners in mathematics in the senior primary phase.</i>	South African Journal of Education Vol. 20 (3)	222 – 229
280	Maree, JG., & Molepo, JM	University of Pretoria & Mokopane College of Education, respectively	1999	The role of mathematics in developing rural and tribal communities in South Africa	South African Journal of Education Vol. 19 (4)	374 – 380
281	Maree, J.G.	Universiteit van Pretoria	1993	The new approach to the teaching and learning of mathematics – how justified is criticism in this regard?	South African Journal of Education Vol. 13, No. 4	???

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
282	Maree, J.G.	Universiteit van Pretoria.	1993	Significance for curriculating in mathematics of a model for the identification and handling of inadequate achievements in mathematics.	Vol. 13 (4)	172 - 177
283	Maree,K., Aldous, C., Hattingh, AS., Van der Lind, M.	University of Pretoria (1st, 3rd,4th & 5th authors). University of KwaZulu- Natal (2nd author).	2006	Predictors of performance in mathematics and science according to a large-scale study in Mpumaanga.	South African Journal of Education Vol. 26, No. 2	229 – 252
284	¹ Marsh, T.A., & ² Halpin, M.N.	Rhodes University (¹ Dept of Computer SC., ² Dept. of Maths).	1986	An intelligent computer tutoring system for rational function curve sketching.	South African Journal of Education Vol. 6 (4)	233 – 235
285	Masehela, K.	Human Sciences Research Council	Jun., 2005	Ten years of democracy: translating policy into practice in mathematics and science education	Pythagoras No. 61	21 – 30
286	Mash, T. A.	RU	Jan. 28-31, 1993	Some Current Master Level Research In Mathematics Education.	1st SAARMSTE Proceedings	197 - 204
287	Mbekwa, M., Govender, R., & Julie, C	UWC	18 – 21 Jan., 2010	The verification of Euler’s polyhedral formula by in-service teachers using Zome geometry	18th SAARMSTE Vol. 3 (Short Papers)	70-77
288	Mbokane, M.M	UP	18 – 21 Jan., 2010	Students’ difficulties in interpreting and translating from graphs: A study on visualisation	18th SAARMSTE Vol. 1 (Long Papers)	25-37
289	Mboyi, N & Bungane, P	NOT SUPPLIED	7 – 11 Jul, 1997	Mathematics homework and the examination results	AMESA Proceedings 2 (3rd National Congress)	80 – 87
290	Mboyiya, T	Rhodes University, Mathematics education Project	19 – 22 Jan.,2000	Developing A Benchmark Assessment Instrument For Use At grade 4	8th SAARMSTE Proceedings	318 – 324

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
291	Mboyiya, T	RUMEP	5 – 9 Jul., 1999	Benchmark assessment at grade 4	AMESA Proceedings 1 (5th National Congress)	122 – 126
292	McAuliffe,S., & Vermeulen,N	Cape Technikon	30 Jun., - 4 Jul., 2003	Preferred learning styles of first year mathematics education students	Vol. 1 (9th National Congress)	348 – 355
293	Mdluli, F.	William Pitcher Teacher College, Swaziland	11 – 15 Jan.,2003	An analysis of Swazi secondary school pupils' difficulties with solving algebra problems	11th SAARMSTE Ptoceedings	409 – 414
294	Mhlolo, MK., & Venkat, H	Marang Centre for mathematics and Sc. Edu., Wits	18 – 21 Jan., 2010	Developmental coherence: A stock-take of the enacted National Curriculum Statement for Mathematics (NCSM) at Further Education and Training (FET) level in South Africa	18th SAARMSTE Vol.3 (Short Papers)	55-63
295	Mhlolo, M.K	Marang Centre for mathematics and Sc. Edu., Wits	19 – 22 Jan., 2009	Curriculum coherence: A comparison of the National Curriculum Statement and exemplar ahead in assessments for mathematics in the FET phase	17th SAARMSTE Vol. 1 (Long Papers)	164-177
296	Mhlolo, M.K	Marang Centre for mathematics and Sc. Edu., Wits	14 – 18 Jan., 2008	Studying the implementation of the Further education and Training (FET) curriculum in South African mathematics classrooms: Shifting teacher identities, promising avenues and blind pathways for mathematics teaching	16th SAARMSTE Proceedings	379-387
297	Mhlungu, M., Madondo, M., & Dlamini, C	National Curriculum Centre, Swaziland	22 – 26 Jan., 2002	Teaching and learning word problems and mathematical construction in Swaziland primary schools	10th SAARMSTE Proceedings	254 – 260
298	Mji, A., & Mwambakana, J	Tshwane Uni. of Technology	14 – 18 Jan., 2008	Mathematics anxiety among First year university students	16th SAARMSTE Proceedings	505-511

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
299	Mji, A., & Makgato, M.	Tshwane University of technology.	2006	Factors Associated with high school learners' poor performance: a spotlight on mathematics and physical science.	South African Journal of Education Vol. 26, No. 2	253 – 266
300	Mji, A.	Tshwane Uni. of Technology	Jan., 2006	Where have we been publishing? Mathematics education brings the point home	14th SAARMSTE Proceedings	98–105
301	Mji, A.	CIMSTE, University of South Africa	11 – 15 Jan.,2003	A 3-year perspective on conceptions of and orientations to learning mathematics of prospective teachers and first year university students	11th SAARMSTE Proceedings (vol. 2)	1 – 7
302	Mji, A. & Glencross, MJ	University of Transkei	1 – 5 Jul., 1996	An examination of first year students' attitudes toward and approach to learning mathematics	AMESA Proceedings 2 (2nd National Congress)	351 – 359
303	, Mji, A. & Glencross, M. J	University of Transkei	25 – 28 Jan. ,1996	First Year University Students' Conceptions Of Mathematics And Approaches To Learning The Subject: A Phenomenographic Study	4th SAARMSTE Proceedings	204 - 207
304	Mjoli, B.A.	KZNDEC: Durban South Region, Durban, SA	11 – 15 Jan.,2003	Learning problems in understanding distance materials.	11th SAARMSTE Proceedings	644 – 650
305	Mnyandu, P	Marang Centre for mathematics and Sc. Edu., Wits	18 – 21 Jan., 2010	An investigation into the challenges of learning Linear Programming in two multilingual classrooms	18th SAARMSTE Proceedings Vol. 3 (Short Papers)	153-159
306	Modau, S., & Brodie, K	Phahama High Sch.; Wits	14 – 18 Jan., 2008	Understanding a teacher's choice of mathematical tasks in the old and new curriculum	16th SAARMSTE Proceedings	57-66

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
307	Mogari, D.	University of Venda for Science and Technology	2004	Developing geometrical knowledge outside school: The case of miniature wire toy car makers.	AJRMSTE Vol. 8 (1)	117 – 126
308	Mogari, D	University of Venda for science & Technology	2004	Attitudinal scale measures in Euclidean geometry: What do they measure?	South African Journal of Education Vol. 24, No. 1	1 – 4
309	Mogari, D	University of Venda for Science and Technology, SA	13 – 17 Jan, 2004	An ethnomathematical approach and teacher development: The case of secondary mathematics teachers in the Soutpansberg circuit, Limpopo province	12th SAARMSTE Proceedings	658 – 661
310	Mogari, D	University of Venda, SA	2003	A relationship between and achievement in Euclidean geometry of grade10 pupils	AJRMSTE Vol. 7	63 – 72
311	Mogari, D.	University of Venda, South Africa	22 – 26 Jan., 2002	Research involving ethnomathematics in a mathematics classroom	10th SAARMSTE Proceedings	265 – 269
312	Mogari, D	University of Venda for Science and Technology	17 – 20 Jan, 2001	An Incident Regarding The Manifestation of cultural Aspects In A mathematics class	9th SAARMSTE Proceedings	27 – 30
313	Mogari, D	University Of Venda	19 – 22 Jan.,2000	Problems associated With The Use Of Ethnomathematics Approach	8th SAARMSTE Proceedings	329 - 335
314	Mogari, D	NOT SUPPLIED	5 – 9 Jul., 1999	Some geometrical constructions and pupils' construction of miniature wire cars	AMESA Proceedings 1 (5th National Congress)	127 – 134
315	Mogari, D	University of Venda	Aug/Dec., 1998.	Geometrical constructs & pupils' construction of miniature wire cars	Pythagoras No. 46/47	52 – 56
316	Mokoena, KJ	Lere-la Tshepe College	6 – 10 Jul., 1998	The concept mapping as an instructional strategy in mathematics classroom	AMESA Proceedings 1 (4th National Congress)	265 – 275
317	Mokoena, KJ	Lere-la- Tshepe college of Education	7 – 11 Jul, 1997	Evaluation of the self-instructional lesson in mathematics	AMESA Proceedings 1 (3rd National Congress)	92 – 107

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
318	Mokotedi, L & Mwapenda, W	Uni. of North-West	19 – 22 Jan., 2009	The mathematics that children read in the world: An exploration with grade 8 learners in semi-rural Mafikeng	17th SAARMSTE Vol. 3 (Abstracts)	192-193
319	Molebale, J., Brijlall, D., & Maharaj, A	UKZN	18 – 21 Jan., 2010	Exploring the learning of fractions at grade seven	18th SAARMSTE Vol. 2 (Short Papers)	215-221
320	Molebale, J., Brijlall, D., & Maharaj, A	UKZN	18 – 21 Jan., 2010	Exploring the learning of fractions at grade seven	18th SAARMSTE Vol. 2 (Short Papers)	221-228
321	Molefe, T.B	Wits	Jan., 2006	Communicating mathematically in a class	14th SAARMSTE Proceedings	506–511
322	Moller, T	Universiteit van Pretoria	1989	Practice improvement as a criterion for scientific endeavour – a pedagogical reflection	South African Journal of Education Vol. 9, No. 2	317 – 323
323	Molusi, M	South-West Gauteng College	27 – 30 Jun., 2005	An exploration of selected students' responses to addition of fractions	Vol. 1 (11th National Congress)	63 – 64
324	Moodley, M., & Hobden, S	Dept. of Maths, UKZN	18 – 21 Jan., 2010	A study of the self-efficacy beliefs of maths learners and the impact on maths learning	18th SAARMSTE Vol. 1 (Long Papers)	215-225
325	Moodley, U	Wingen Heights Sec. Sch., Dept. of Sc. Maths and Tech., SA	18 – 21 Jan., 2010	A Study of Learners Conceptual Development in Mathematics in a Grade Eight Class Using Concept Mapping	18th SAARMSTE Vol. 3 (Short Papers)	255-261
326	¹ Morar, T., ² Peter-koop, A., & ³ Pothmann, A.S	¹ NMMU; Uni. of ^{2&3} Oldenburg, Germany	14 – 18 Jan., 2008	Investigating early numeracy skills – Which mathematical knowledge and understanding do grade R children bring to school?	16th SAARMSTE Proceedings	512-519
327	Morar, T	University of Port Elizabeth, SA	13 – 17 Jan, 2004	Implementing Curriculum 2005: Dilemmas of four rural mathematics teachers	12th SAARMSTE Proceedings	685 – 691

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
328	Morar, T	University of Port Elizabeth, Port Elizabeth	22 – 26 Jan., 2002	Mathematics teachers' professional development in a South African context: A case study of the evolution of participants' attitudes and classroom practices.	10th SAARMSTE Proceedings	274 – 278
329	Morar, T., & Webb, P	University Of Port Elizabeth	14 – 17 Jan.,1998	Can We Marry Key Teacher Development And Formal Accreditation?	6th SAARMSTE Proceedings	333 – 338
330	Morar, T.	University Of Port Elizabeth	22 – 26 Jan., 1997	Professional Development In Teaching Primary School Mathematics – Can We Really Change Teachers' Practices?	5th SAARMSTE Proceedings	256 – 262
331	Morobe, N	National University of Lesotho.	13 – 17 Jan, 2004	Basotho prospective teachers understanding of functions: A case study of five students at the National University of Lesotho	12th SAARMSTE Proceedings	692 – 695
332	Moroke,S.,Nkoane,M.,Mahlomaholo,S.,Sookdin,U.,& Khabanyane,M	Lere-la-Tshepe Technical College (1 st author), Vista University- Bloemfontein (The rest authors)	19 – 22 Jan.,2000	An Investigation Into Gender Differences In Black Learners' Attitude Towards Mathematics In Secondary Schools In Phuthaditjhaba (QwaQwa)	8th SAARMSTE Proceedings	504 – 510
333	Mosimege, M	Dept. of Science and Technology, Pretoria SA	10 – 14 Jan, 2005	Research protocols, ethical considerations and intellectual property rights in indigenous knowledge and their implications for research in mathematics, science and technology education	13th SAARMSTE Proceedings	489 – 494
334	Mosimege, M	Dept. of Science and Technology, Pretoria SA	13 – 17 Jan, 2004	Indigenous mathematical knowledge at the Lesedi cultural village: An exploration based on the Ndebele culture	12th SAARMSTE	696 – 701
335	Mosimege, M	CSIR,Pretoria, SA	22 – 26 Jan., 2002	History and cultural specificity of ethnomathematical activities in mathematics classrooms	10th SAARMSTE	279 – 283

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
336	Mosimege, M., & Lebeta, V	CSIR, Pretoria, And University Of The North, respectively	19 – 22 Jan.,2000	An Ethnographic Study Of Mathematical Concepts In The Cultural Activities At The Basotho Cultural Village	8th SAARMSTE Proceedings	336 – 341
337	Mosimege, M	Council For Scientific And Industrial Research (CSIR), Pretoria	19 – 22 Jan.,2000	An Analytical Framework For Classroom Video Recordings Of Cultural Specific Mathematical activities	8th SAARMSTE Proceedings	342 – 348
338	Mosimege, M. D.	University Of the North	22 – 26 Jan., 1997	The use Of games In Mathematics Classrooms	5th SAARMSTE Proceedings	530 – 534
339	Mosimege, MD	University of the North	7 – 11 Jul, 1997	String figure games: Explorations in mathematical patterns and relations	AMESA Proceedings 1 (3rd National Congress)	111 – 117
340	Mosmege,MD	University of the North	1 – 5 Jul., 1996	Metacognitive abilities and mathematical problem solving	AMESA Proceedings 2 (2nd National Congress)	128 – 133
341	Mosimege, M.D	Faculty Of Education University Of The North	25 – 28 Jan. ,1996	Students' Thought Progress In Mathematical Problem Solving: What Paper And Pencil Procedures Do Not Reveal	4th SAARMSTE Proceedings	227 – 236
342	Motha, M.M	Vista University	1 – 5 Jul., 1996	Mathematics potential and society's needs	AMESA Proceedings 2 (2nd National Congress)	43 – 56
343	Mouton, S	Pinelands High School, Pinelands.	Jul., 1990	A real life experiment using a bicycle in the mathematics classroom	Pythagoras No. 23	35 – 38
344	Mouton, S	Pinelands High School	1 – 5 Jul., 1996	Presenting Standard 7 Algebra via a modelling teaching strategy	AMESA Proceedings 1 (2nd National Congress)	172 – 176
345	Mpalami, N	Lesotho College of Education	14 – 18 Jan., 2008	Translating mathematics tasks from the language of learning and teaching to learners' home languages – What are the complexities?	16th SAARMSTE Proceedings	520-525

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
346	¹ Mpalami, N., & ² Setati M	^{1&2} Marang Centre for Mathematics and Sc. Edu., Wits	Jan., 2007	Teaching and learning linear programming in a grade 11 multilingual mathematics class	15th SAARMSTE (Short Papers)	261 – 266
347	Mpalami, N	Dept. of Pure Science, Lesotho College of Education.	13 – 17 Jan, 2004	Student teachers learning to teach mathematics: What counts?	12th SAARMSTE Proceedings	702 – 705
347	Mudaly, V	UKZN	Dec, 2007	Proof and proving in secondary school	Pythagoras No. 66	64-75
348	Mudaly, V	University of KwaZulu-Natal, SA	Dec., 2004	Modelling of real-world problems is often the starting point for proof	Pythagoras No. 60	36 – 43
349	Mudaly, V	Durban High School	30 Jun., - 4 Jul., 2003	Real world mathematics for the real world	AMESA Vol. 1 (9th National Congress)	356 – 361
350	Mudaly, V., & De Villiers, M.	Glenover Sec. School Durban, & University of Durban-Westville	Aug., 2000	Learners' needs for conviction and explanation within the context of dynamic geometry	Pythagoras No. 52	20 – 23
351	Murray, H	University of Stellenbosch	30 Jun., - 4 Jul., 2003	A closer look at some factors which are said to affect mathematics learning	AMESA Vol. 1 (9th National Congress)	216 – 223
352	Murray, H	University of Stellenbosch	Apr., 2000	Decimal fractions: looking at misconceptions	Pythagoras No. 51	28 – 30
353	Murray, H., Olivier, A., & Human, P	Research Unit for Maths Edu. University of Stellenbosch, SA	1 – 5 Jul., 1996	Young students' informal knowledge of fractions	AMESA Proceedings 1 (2nd National Congress)	41 – 48
354	Murray, H., Olivier, A., & Human, P	University of Stellenbosch	Aug., 1995	Children assess the learning environment	Pythagoras No. 37	13 – 16
355	Murray, H.	University of Stellenbosch	1988	Towards an understanding of the two-digit numbers: A theoretical perspective on learning contexts.	South African Journal of Education Vol. 8, No.3	197 – 202

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
356	Murray, H	University of Stellenbosch	Nov., 1988	Two-digit numbers and their computational strategies	Pythagoras No. 18	14 – 23
357	Murray, H	Universiteit Stellenbosch	May, 1988	Wat moet jong kinders van getalle leer wat ons al vergeet het?	Pythagoras No. 17	23 – 26
358	Muthelo, D.J	University of the North. Polokwane, SA	11 – 15 Jan., 2003	Mathematics anxiety and mathematics achievement: are they related?	11th SAARMSTE Proceedings	186 – 192
359	Muthukrishna, N., & Rocher, H	University of Natal, Durban	Apr., 1999	An alternative approach to mathematics for children with learning problems	Pythagoras No. 48	29 – 33
360	Mutungi, J., Nkosi, B., Fraser, D., & Case, J	University of Cape Town	11 – 15 Jan., 2003	Student understanding of ratio and proportion	11th SAARMSTE Proceedings	426 – 431
361	Mwakapenda, W	Wits	Jan., 2006	Student understanding of function concept	14th SAARMSTE Proceedings	540–546
362	Mwakapenda, W	University of the Witwatersrand	Dec., 2004	Understanding student understanding in mathematics	Pythagoras No. 60	28 – 35
363	Mwakapenda, W & Adler, J	University of the Witwatersrand	2003	Using concept mapping to explore student understanding and experiences of school mathematics.	AJRMSTE Vol. 7	51 – 62
364	Mwakapenda, W., & Adler, J.	University of the Witwatersrand	22 – 26 Jan., 2002	“Do I still remember?” : Using concept mapping to explore student understanding of key concepts in secondary mathematics	10th SAARMSTE Proceedings	60 – 67
365	Mwakapenda, W	University of the Witwatersrand	2 – 6 Jul., 2001	Students’ idea about “quadrilateral”: A pre-concept mapping task with first-year university students	AMESA Vol. 1 (7th National Congress)	214 – 224
366	Mwakapenda, W	University of the Witwatersrand	Apr., 2001	“ ‘Quadrilateral equations’ are easy to solve”: findings from a concept mapping task with first-year university students	Pythagoras No. 54	33 – 41

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
367	Mwakapenda, W.W	University Of The Witwatersrand	17 – 20 Jan, 2001	University students' mathematical conceptions and their implications to teacher and curricula development	9th SAARMSTE Proceedings	65 – 71
368	Naidoo, B	Port Elizabeth Technikon	19 – 22 Jan.,2000	In Search Of Curriculum Change For Teacher Education	8th SAARMSTE Proceedings	388 – 394
369	Naidoo, D	Secretariat: National Advisory Council on Innovation, SA	13 – 17 Jan, 2004	Linking the utilisation of research findings to research in MST education	12th SAARMSTE Proceedings	713 - 718
370	¹ Naidoo, J., & ² Bansilal, S	¹ Academic Support & Dev. Programme (ASAP), Faculty of Engr., UKZN; ² SC., Maths and Tech. Edu. UKZN	18 – 21 Jan., 2010	Strategies used by grade 12 mathematics learners in transformation geometry	18th SAARMSTE Vol. 2 (Short Papers)	182-190
371	Naidoo, R.	Sultan Technikon	7 – 11 Jul, 1997	Teaching mathematics at the Technikon: Some problems and some solutions:	AMESA Proceedings 3 (3rd National Congress)	120 – 129
372	Naidoo, R.	Dept. Of Mathematics & Physics, ML Sultan Technikon	22 – 26 Jan., 1997	A Study Of the Errors Made In Differential Calculus By First Year Technikon Students Using CAI	5th SAARMSTE Proceedings	266 – 268
373	Naidoo, R	M. L Sultan Technikon	25 – 28 Jan. ,1996	Errors Made in Differential Calculus By Students At A Technikon	4th SAARMSTE Proceedings	249 – 252
374	Naidoo, R	M. L Sultan Technikon	25 – 28 Jan. ,1996	Mathematics Technology In Numerical Mathematics Projects	4th SAARMSTE Proceedings	252 - -258
375	Nakedi, M	RADMASTE Centre, University of the Witwatersrand	10 – 14 Jan, 2005	The dynamics in establishing a science and maths teacher development programme for life-long learning – Lessons learned from the Gauteng NBI- PDP model	13th SAARMSTE Proceedings	603 – 610
376	Ncedo, N., Peires, M.L., & Morar, T	University of Port Elizabeth, Port Elizabeth	22 – 26 Jan., 2002	Code switching revisited: the use of language in primary school science and mathematics classrooms.	10th SAARMSTE Proceedings	308 – 313

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
377	Ndaba, TL	NOT SUPPLIED	6 – 10 Jul., 1998	Usage of language in geometry	AMESA Proceedings 1 (4th National Congress)	229 – 241
378	¹ Ndlalane, TC., & ² Jita, C	^{1&2} Joint Centre for SC, Maths and Tech Edu, UP	Jan., 2007	Lesson study activity challenging instructional practices	15th SAARMSTE (Short Papers)	271 – 278
379	Ndlovu, H.C.M	University of the Witwatersrand	11 – 15 Jan.,2003	Learners' conceptual understanding of multiplication of decimal fractions	11th SAARMSTE Proceedings	441 – 454
380	Ndlovu,HCM	University of the Witwatersrand	1 – 5 Jul, 2002	Learners' conceptual understanding of multiplication of decimal fractions	AMESA Proceedings 1 (8th National Congress)	13 – 31
381	Newstead, K	MALATI	5 – 9 Jul., 1999	“I don't have time to teach for understanding”: Reflecting on a time-consuming process of change	AMESA Proceedings 1 (5th National Congress)	144 – 153
382	Newstead, K., & Murray, H	Maths Learning and Teaching Initiative, & University of Stellenbosch	Aug/Dec., 1998.	Young Students' construction of fractions	Pythagoras No. 46/47	8 – 12
383	Newstead, K., Anghileri, J. & Whitebread, D.	Maths Learning And teaching Initiative, SA Homerton College, Cambridge, U.K, respectively.	14 – 17 Jan.,1998	A Motivation For Developing More flexible Meanings And Strategies For Division In Primary School	6th SAARMSTE Proceedings	346 – 351
384	Newstead, K	Maths Learning and Teaching Initiative	7 – 11 Jul, 1997	What I believe and what I do: The case of teacher C	AMESA Proceedings 1 (3rd National Congress)	142 – 153
385	Ngoepe, M. G., & Grayson,D.J.	Mathematics, Science And Technology Education College	19 – 22 Jan.,2000	How Teachers Prepare Students For Matric Examination: Interviews With Mathematics Teachers	8th SAARMSTE Proceedings	400 – 406
386	Ngoepe, M.G.	Kwena Moloto College Of Education	14 – 17 Jan.,1998	An Investigation Into the Attitudes Of Student Teachers At One College Of Education In The Northern Province (Former Lebowa Homeland) To Mathematics Learning And Teaching	6th SAARMSTE Proceedings	351 – 359

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
387	Nieuwoudt, S., Nieuwoudt, H., & Monteith, J	North-West Uni.	2007	Influence of a video class system on learners' study and learning strategies and their achievement in mathematics	AJRMSTE Vol. 11 (1)	29-36
388	Nieuwoudt, HD, & van der Sandt, S	Potchefstroom University	30 Jun., - 4 Jul., 2003	How well are mathematics teachers conceptually prepared to teach for learning? A case of grade 7 geometry.	AMESA Vol. 1 (9th National Congress)	224 – 235
389	Nieuwoudt, S	Potchefstroom University for Christian High Education	30 Jun., - 4 Jul., 2003	Learning school mathematics from video-taped lessons	AMESA Vol. 1 (9th National Congress)	236 – 247
390	Nieuwoudt, HD	Potchefstroom University for CHE	7 – 11 Jul, 1997	Developing young children's spatial competence through the development of solids	AMESA Proceedings 1 (3rd National Congress)	154 – 176
391	Njisane, R.M	Not indicated	Jan., 2007	The role of research in improving active learning of algebra	15th SAARMSTE (Short Papers)	279 – 283
392	¹ Nkambule, T. & ² Setati, M	^{1&2} Marang Centre for Mathematics and Sc. Edu., Wits	Jan., 2007	Using the learners' home language(s) when teaching linear programming: A case of a grade 11 multilingual class in South Africa	15th SAARMSTE (Short Papers)	284 – 288
393	Nkhoma, PM	Technikon North West School of Edu.	2002	What successful black South African students consider as factors of their success	Educational Studies in Mathematics Vol. 50, No. 1	103 – 113
394	Ntenza, P	University of Natal school of education, Edgewood campus. Pinetown.	11 – 15 Jan., 2003	An investigation of children's writing in mathematics classrooms	11th SAARMSTE	57 – 58
395	Ntenza, S.P.	University of KwaZulu- Natal	2004	Teachers' perceptions of the benefits of children writing in mathematics classrooms	For the Learning of Mathematics Vol. 24 (1)	13 – 19

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
396	Nyabanyaba, T	University of the Witwatersrand	Apr., 1999	How 'real' is 'relevance'? Tensions emerging in teachers' talk within and about 'relevance'	Pythagoras No. 48	17 – 25
397	¹ Nyaumwe, L.J., & ² Brown, JC	¹ UNISA; ² Matokane Sec. Sch., Limpopo	18 – 21 Jan., 2010	Integrating mathematics and science concepts: Some often forgotten considerations	18th SAARMSTE Vol. 2 (Short Papers)	261-266
398	Nyaumwe, L.J	Marang Centre for mathematics and Sc. Edu., Wits	19 – 22 Jan., 2009	Peer influence on mathematics student teacher development of teaching skills during school experience	17th SAARMSTE Vol. 2 (short Papers)	436-442
399	¹ Nyaumwe, LJ, & ² Mavhunga FZ.	¹ Bindura University of Science Education, ² University of Swaziland.	2005	Why do mentors and lecturers assess Mathematics and Science student teachers on teaching practice differently?	African Journal of Education Vol. 9 (2).	135 – 146
400	Nzama, F. M	Directorate of Teacher Education. KwaZulu Natal dept. of Education & Culture	17 – 20 Jan, 2001	The impact of the primary school lead teacher development project on grade 4 mathematics classroom learning environments at Eshowe district in KwaZulu Natal, South Africa.	9th SAARMSTE Proceedings	10 – 16
401	Olivier, A., Murray, H., & Human, P	University of Stellenbosch	Apr., 1992	Problem-centered learning: the case of division	Pythagoras No. 28	33 – 38
402	Olivier, A.	University of Stellenbosch	Jul., 1989	Different letters stand for different numbers	Pythagoras No. 20	25 – 28
403	Pandey, D	University of Pretoria, Pretoria, SA	22 – 26 Jan., 2002	Impact of attaining 'further diploma in education' South African science education network project in improving content knowledge and attitude.	10th SAARMSTE Proceedings	321 – 325
404	Paras	University Of Durban Westville	19 – 22 Jan.,2000	Why Students Fail Mathematics Education 1 At UDW?	8th SAARMSTE Proceedings	427 – 433

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
405	Parker, D	UKZN	Jan., 2006	South African mathematics teacher education: forms of knowledge and practice	14th SAARMSTE Proceedings	575–581
406	Pather, S	Cape Peninsula Uni. of Technology	19 – 22 Jan., 2009	Breaking the cycle of poor mathematics learning and reaching: An investigation of student teachers' perceptions	17th SAARMSTE Vol.3 (Abstracts)	248-250
407	Penchaliah,S	University of Durban –Westville	1 – 5 Jul., 1996	The problem- centred approach in mathematics and the slow learner – A case study	AMESA Proceedings 2 (2nd National Congress)	1 – 14
408	Penlington, T	RUMEP	18 – 21 Jan., 2010	Can our mathematics teachers measure up?	18th SAARMSTE.3 (Short Papers)	233-241
409	Penlington, T	RUMEP	19 – 22 Jan., 2009	Exploring learners' mathematical understanding through an analysis of their solution strategies	17th SAARMSTE Vol. 2 (short Papers)	452-460
410	Penlington,T	RUMEP	1 – 5 Jul, 2002	Developing benchmark assessment tasks for grade 7 learners	AMESA Proceedings 1 (8th National Congress)	82- 89
411	Penlington, T., Stoker,J. & Askew, M.	RUMEP,Rhodes University (1 st 2 authors), and King's College, London University (3 rd author)	22 – 26 Jan., 1997	Key Teacher Model Of Professional Development: Understanding The Issue through Selective Case Studies	5th SAARMSTE Proceedings	286 – 291
412	Phiri, P., & Graven, M.	University of the Witwatersrand	11 – 15 Jan.,2003	Investigating problem solving in algebra	11th SAARMSTE	214 – 216
413	Pietersen, C	University of Limpopo	2006	Evaluation of a number skills development programme	South African Journal of Education Vol. 26 (3)	413 – 426

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
414	Pillay, V	Marang Centre for mathematics and Sc. Edu., Wits	Jan., 2006	Mathematical knowledge for teaching	14th SAARMSTE Proceedings	582–587
415	Pinto, D., & Magadla, L.	College Of Science, University Of The Witwatersrand	25 – 28 Jan. ,1996	Pedagogical Beliefs And Classroom Practice	4th SAARMSTE Proceedings	277 – 284
416	Polaki, M.V	National University of Lesotho	11 – 15 Jan.,2003	Basotho elementary students’ collective development of the mathematical ideas associated with their growth in thinking about sample space and probability of an event	11th SAARMSTE Proceedings	320 – 330
417	Polaki, M.V	National University of Lesotho	11 – 15 Jan.,2003	A research-based description of Basotho elementary and middle school students’ probabilistic thinking	11th SAARMSTE Proceedings	511 – 524
418	Polaki, M.V., Nenty, H.J.	National University of Lesotho	2001	Gender differences in mathematics performance attributions among first year students at National University of Lesotho: Implications for access to and performance in mathematics.	JOSAARMSE Vol. 5	41 – 52
419	¹ Potgieter, M., ² Engelbrecht, J.C., & ² Harding, A	¹ Dept. of Chem., UP; ² Dept. of Math, UP	Jan., 2006	Procedural and conceptual knowledge in undergraduate mathematics and chemistry	14th SAARMSTE Proceedings	588–598
420	Potgieter, S., & Webb, P	Dept. Of Maths, Port Elizabeth Technikon, & Dept. of Science, Maths & Technology Education, University of Port Elizabeth, SA	13 – 17 Jan, 2004	The influence of a cooperative learning strategy on mathematics test result and attitudes of pre-technician students at the Port Elizabeth Technikom	12th SAARMSTE Proceedings	784 – 790

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
421	Pournara, C	Wits	Jan., 2006	Characterizing learner thinking in trigonometry	14th SAARMSTE Proceedings	599–605
422	Pournara, C.	WITS University	1 – 5 Jul, 2002	It's ok to teach learners methods in trigonometry but ...	AMESA Proceedings 2 (8th National Congress)	43 – 59
423	Pournara, C	NOT SUPPLIED	2 – 6 Jul., 2001	Can we have an angle of 400° ? Insights into grade 7 learners' concept of angle	AMESA Vol. 1 (7th National Congress)	174 – 180
424	Presmeg, N., & Frank, A	University of Durban-Westville	Apr., 1990	Cognitive aspects of the learning of mathematics in a multicultural school.	Pythagoras No. 22	40 – 43
425	Pretorius, GJP., & Oothuizen, W.L.	Volksraad (1 st author) & Universiteit van Pretoria (2 nd author)	1992	Relationship between effective stability and effective mathematics teaching and learning in the secondary school.	South African Journal of Education Vol. 12 (4)	423 - 426
426	Prince, J	WSU	18 – 21 Jan., 2010	High leverage mathematics teaching practices: Working with students' errors	18th SAARMSTE Vol. 2 (Short Papers)	176-182
427	Prince, R., Frith, V., & Jaftha, J	University of Cape Town, SA	13 – 17 Jan, 2004	Mathematical literacy of students in first year of medical school at a South African university	12th SAARMSTE Proceedings	791 – 798
428	Prins, E.D.	IMSTUS- Stellenbosch	1 – 5 Jul., 1996	What did you mean by that question, sir? (Readability factors in mathematics examination questions that influence pupils' achievement	AMESA Proceedings 1 (2nd National Congress)	203 – 216
429	Purkey, C	NOT SUPPLIED	7 – 11 Jul, 1997	Why don't I teach the way I think I should? Constructing a theory-in-use to help explain the poor mathematics performance of Khanya College students in the College of Science	AMESA Proceedings 3 (3rd National Congress)	154 – 169

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
430	Rakgokong, L	Northlands	Dec., 1994	Communicating in English for mathematics problem solving: The case of bilingualism.	Pythagoras No. 35	14 – 19
431	Ramnarain, U	Montarena Secondary School	Apr., 2003	A strategies-based problem solving approach in the development of mathematical thinking	Pythagoras No. 57	32 – 35
432	Reddy, V	Edu, Sc. & Skills Dev (ESSD), HSRC, SA	Jan., 2006	Mathematics and science education in south Africa	14th SAARMSTE Proceedings	135–148
433	Reddy, V., Lebani, L., & Davidson, C	Human Sciences Research Council, SA	13 – 17 Jan, 2004	Schools out... or is it? Out of school interventions for mathematics, science and computer studies for secondary school learners	12th SAARMSTE Proceedings	830 – 835
434	Reeves, C	University of Cape Town	Apr., 1999	Increasing the opportunity to learn mathematics	Pythagoras No. 48	2 – 9
435	Rhodes, J.S	University Of The Western Cape	Jan. 28-31, 1993	The Conceptual Framework of High School Teachers Beginning A First- Year University Mathematics Course, With Special Reference To Calculus.	1st SAARMSTE Proceedings	255 - 266
436	Rhodes, J.S., & Roussouw, L. M.	University Of The Western Cape	Jan. 28-31, 1993	An Example Of How Imagery May Be Used To Assist Pupils' Concept Formation In Primary School Mathematics	1st SAARMSTE Proceedings	266 - 275
437	Rhodes, J.S. & Yeo, D.N.	University Of The Western Cape	Jan. 28-31, 1993	Different Research Methodologies For Formulative Evaluation Of Printed Materials Designed For Supplementary Use In Secondary Classroom	1st SAARMSTE Proceedings	275 -280
438	Roberts, A	UCT	18 – 21 Jan., 2010	Language in mathematics classrooms – catalyst or impediment to learning?	18th SAARMSTE Vol. 1 (Long Papers)	15-24

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
439	Rochford, K., & de Jager, J	Science Education Unit, University Of Cape Town	22 – 26 Jan., 1997	Concurrence Between The Policy Preferences Of teachers And Pupils For Improving Classroom Mathematics And Science In South African Schools	5th SAARMSTE Proceedings	374 - ?
440	Rochford, K	University of Cape Town, SA	10 – 14 Jan, 2005	SMT education for all: transformational roles of fieldwork camps integrating science, mathematics and technology across the curriculum	13th SAARMSTE Proceedings	697 – 704
441	¹ Rollnick, M., ¹ Adler, J., & ² Setati, M	¹ Marang Centre for mathematics and Sc. Edu., Wits; ² UNISA	2009	The institutional location of research in mathematics and science education in South Africa	AJRMSTE Special issue	115-130
442	Rossouw, L & Smith, E	University of the Western Cape	17 – 20 Jan, 2001	The development of teacher competence in reflective discourse in maths at primary school	9th SAARMSTE Proceedings	72 – 79
443	Rossouw, L., & Smith, E.	University Of The Western Cape	14 – 17 Jan., 1998	Teachers' Knowledge Of Geometry Teaching – Two Years On After An INSET Course	6th SAARMSTE Proceedings	418 – 425
444	Rossouw, L., Smith, E., Jaffer, S., & Naiker, M.	University Of The Western Cape	22 – 26 Jan., 1997	Perception Of Changing Practice In Teaching Geometry In The primary School	5th SAARMSTE Proceedings	304 – 309
445	Roux, A	Potchefstroom University	30 Jun., - 4 Jul., 2003	The impact of language proficiency on geometrical thinking	AMESA Vol. 1 (9th National Congress)	362 – 371
446	Sader, C.L	Potchefstroom University for CHE	1988	Matriculation performance in physical science and mathematics and the failure rate in chemistry at university	South African Journal of Education Vol. 8, No. 4	359 - 362
447	Samson, D., & Schafer, M	RU	18 – 21 Jan., 2010	Beyond constructivism: enactivism as a theoretical lens in the context of figural generalization	18th SAARMSTE Vol. 1 (Long Papers)	63-74

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
448	Samson, D, & Schafer, M	RU	19 – 22 Jan., 2009	An analysis of the influence of question design on learners’ approaches to number pattern generalization tasks	17th SAARMSTE Vol. 3 (Abstracts)	263-264
449	Samson, D., & Schafer, M	RU	Dec, 2007	An analysis of the influence of question design on learners’ approaches to number pattern generalisation tasks	Pythagoras No. 66	43-51
450	Sanni, R., & Brodie, K	Wits	19 – 22 Jan., 2009	Interactions between teachers’ content knowledge and pedagogical content knowledge	17th SAARMSTE Vol. 1 (Long Papers)	220-229
451	Sanni, R	Wits	14 – 18 Jan., 2008	Mathematical task analysis: The evolution of an analytical framework	16th SAARMSTE Proceedings	67-79
452	Sapire, I	Wits	18 – 21 Jan., 2010	Investigating the take-up of Open Educational Research for maths teachers education: a case study in six Higher Education sites in South Africa	18th SAARMSTE Vol.2 (Short Papers)	164-170
453	Sasman, M., Linchevski,L. Olivier,A., & Liebenberg, R	Maths Learning and Teaching Initiative (Malati)	6 – 10 Jul., 1998	Probing children’s thinking in the process of generalization	AMESA Proceedings 1 (4th National Congress)	210 – 218
454	Schafer, M., & Atebe, H.U	RU	14 – 18 Jan., 2008	“As soon as the four sides are all equal, then the angles must be 90° each”: Children’s misconceptions in geometry	16th SAARMSTE Proceedings	80-93
455	Schafer, M	Education Dept. Rhodes University, SA	10 – 14 Jan, 2005	A picture is worth 1000 words: the use of artworks in a multimodal approach to interviews	13th SAARMSTE Proceedings	738 – 744
456	Schafer, M	Rhodes University	Jun., 2004	World view theory and the conceptualisation of space in mathematics education	Pythagoras No. 59	8 – 17

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
457	Schafer, M	Education Dept. Rhodes University, SA	13 – 17 Jan, 2004	The use of worldview theory in the exploration of epistemological macrostructures in spatial conceptualization	12th SAARMSTE Proceedings	936 – 945
458	Schafer, M	ORT-STEP Institute	1 – 5 Jul., 1996	Assessment and the creative teacher. The STD7 IEB GEC Examination and its effects	AMESA Proceedings 1 (2nd National Congress)	217 – 229
459	Schafer, M	St Andrew’s College, Grahamstown	Jul., 1989	“Green Globbs” in classroom – a case study	Pythagoras No. 20	37 – 40
460	Scott, G.	Not Supplied	22 – 26 Jan., 1997	Applicability Of Mathematics In Technical College An Enquiry Into Lecturers’ Beliefs	5th SAARMSTE Proceedings	310 – 316
461	Sekao, RD. & Nieuwoudt, HD	Potchefstroom University	30 Jun., - 4 Jul., 2003	The hour-glass model: Overcoming the problems of over-crowded mathematics classes using cooperative learning	AMESA Vol. 1 (9th National Congress)	272 -282
462	Sentson, C	University of the Witwatersrand	1994	The effect of language of presentation on pupils’ performance in mathematics test	South African Journal of Education Vol. 14, No. 3	109 – 114
463	Sepeng, P	NMMU	18 – 21 Jan., 2010	Triadic dialogue: An analysis of instructions in multilingual mathematics primary classrooms	18th SAARMSTE Vol. 3 (Short Papers)	137-143
464	¹ Setati, S., ¹ Chitera, N., & ² Essien, A	¹ UNISA; ² Marang Centre for mathematics and Sc. Edu., Wits	2009	Research on multilingualism in mathematics education in South Africa: 2000-2007	AJRMSTE Special issue	65-80
465	¹ Setati, M., & ² Barwell, R	¹ Wits; ² Uni. of Ottawa, Canada	2006	Discursive practices in two multilingual mathematics classrooms: An international comparison	AJRMSTE Vol. 10 (1)	27-38

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
466	¹ Setati, M., ² Molefe, T., & ³ Langa, M	¹ UNISA; ² Fons Luminus High Sch.; ³ Oprah Winfrey Leadership Academy for Girls	June, 2008	Using language as a transparent resource in the teaching and learning of mathematics in a grade 11 multilingual classroom	Pythagoras No. 67	14-25
467	Setati, M	University of the Witwatersrand	11 – 15 Jan.,203	Speaking mathematically: Language(s), discourses and cultural models In a multilingual mathematics classroom in South Africa	11th SAARMSTE Proceedings	605 - 615
468	Setati, M	University of the Witwatersrand	11 – 15 Jan.,2003	Re- presenting multilingual data	11th SAARMSTE Proceedings	265 – 272
469	Setati, M	University Of The Witwatersrand	17 – 20 Jan, 2001	Mathematics Teachers’ Discourses and use Of Code-switching	9th SAARMSTE Proceedings	34 – 40
470	Setati, M., & Adler, j.	University of the Witwatersrand	2000	Between languages and discourses: Language practices in primary multilingual mathematics classrooms in South Africa	Educational Studies in Mathematics Vol. 43, No. 3	243 – 269
471	Setati, M	University Of The Witwatersrand	19 – 22 Jan.,2000	Classroom- Based Research: <i>From With Or On Teachers To With And On Teachers</i>	8th SAARMSTE Proceedings	511 – 520
472	Setati, M	University Of The Witwatersrand	14 – 17 Jan.,1998	Languages Practices In Mathematics classroom: Focus On code – switching, Chanting and Chorusing	6th SAARMSTE Proceedings	431 – 439
473	Setati, M.	Centre For Cognitive development, Vista University	22 – 26 Jan., 1997	Teaching And Learning Mathematics In A Second Language	5th SAARMSTE Proceedings	73 – 78
474	Setati, M	NOT SUPPLIED	1 – 5 Jul., 1996	Code-Switching in a senior primary class of second language mathematics learners	AMESA Proceedings 1 (2nd National Congress)	49 – 62

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
475	Sethole, G.	Technikon North West, Ga- Rankuwa, RSA	17 – 20 Jan, 2001	Mnemonic naming system: a possible cause for the misinterpretation of the concept resented by t_n in the study of sequences and series.	9th SAARMSTE Proceedings	17 – 22
476	Sethole, G	Tshwane University of Technology (Ga-rankuwa)	Jun., 2004	Meaningful contexts or dead mock reality: which form will the everyday take?	Pythagoras No. 59	18 – 25
477	Sethole, G	University of the Witwatersrand	Aug., 2001	A case of the place of textbooks, classwork books and scribblers in a township mathematics classroom	Pythagoras No. 55	9 – 13
478	Sethole, G	University of the Witwatersrand	2 – 6 Jul., 2001	Textbooks, classwork books and scribblers: Their place in a township mathematics classroom	AMESA Proceedings 1 (7th National Congress)	181 – 192
479	Sethole, G., & Human, P	RUMEUS	6 – 10 Jul., 1998	H tends to zero: Prospective teachers' interpretation of the phrase	AMESA Proceedings 1 (4th National Congress)	252 – 261
480	Sibaya, P.T., Sibaya, DC., & Mugisha, R.X.	University of Zululand (1 st two authors) & Centre for statistics, Human Research Council, Pretoria	1996	Black secondary school pupils' problems with mathematical concepts	South African Journal of Education Vol. 16 (1)	32 - 37
481	Sigabi, M	University Of The Witwatersrand	14 – 17 Jan.,1998	Translating Mathematics Problems Into A Second Language: Some Considerations For Problem Solving	6th SAARMSTE Proceedings	446 – 452
482	Sihlobo, S. N. & Glencross, M. J.	University of Transkei	25 – 28 Jan. ,1996	Teachers' View About Difficulties In Standard 7 Algebra	4th SAARMSTE Proceedings	322 – 326

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
483	Smit, K., van Heerden, E., Adendorff, S., du Pooy, E., Janssen, D., & Vanheeswijck, L.	University of Stellenbosch	Dec., 2000	Using a learner-report as a continuous assessment tool in OBE: an example from the teaching and learning of linear functions	Pythagoras No. 53	28 – 35
484	¹ Smith, E.C., & ² De Villiers, M.D.	¹ Departement Wiskunde, Onderwyskollege Bellville. ² University of Stellenbosch.	1990	Kritiese Vergelyking van twee Van Hiele-toetsinstrumente. Critical comparison between two Van Hiele testing instruments	South African Journal of Education Vol. 10 (1)	68 – 74
485	Spanneberg, R	Rhodes University, Mathematics education Project	19 – 22 Jan., 2000	A Study Of changes A Further Diploma In Education (Primary School Mathematics) Might Have On Teachers' classroom Practices	8th SAARMSTE Proceedings	541 – 547
486	Sproule, S.	University Of The Witwatersrand	17 – 20 Jan, 2001	Reflections in transformation geometry: Learners' anchoring strategies	9th SAARMSTE Proceedings	91 – 100
487	Stoker, J	Rhodes University, Mathematics education Project	19 – 22 Jan., 2000	Changing Teacher Beliefs Into Practice: Understanding The Journey	8th SAARMSTE Proceedings	548 – 554
488	Stoker, J., & Penlington, M.	Rhodes University, RUMEP	14 – 17 Jan., 1998	Key Teachers' Perceptions Of Cooperative Learning And Group Work	6th SAARMSTE Proceedings	368 – 375
489	Stoker, J.	RU	Jan. 28-31, 1993	Towards Changing Teachers' Mathematical Beliefs: A Qualitative Evaluation	1st SAARMSTE Proceedings	319 – 326
490	Stoker, J.	Rhodes University	1990	Use of structural materials in learning primary mathematics	South African Journal of Education Vol. 10 (2)	187- 191
491	Stols, G	UP	18 – 21 Jan., 2010	Influence of the use of dynamic geometry software on students' geometric development in terms of the van Hiele levels	18th SAARMSTE Vol. 2 (Short Papers)	149-155

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
492	Stols, G	UP	19 – 22 Jan., 2009	Teachers' beliefs, attitudes and intentions about using Geometer's Sketchpad in their mathematics classroom	17th SAARMSTE Vol. 2 (short Papers)	581-590
493	¹ Stols, G., ² Mji, A.. & ³ Wessels, D	¹ UP; ² Tshwane Uni. of Tech.; ³ Uni. of Stellenbosch	Dec, 2008	The potential of teacher development with geometer's Sketchpad	Pythagoras No. 68	15-21
494	Stols, G	UP	June, 2007	Designing mathematical-technological activities for teachers using the Technology Acceptance Model	Pythagoras No. 65	10-17
495	¹ Stols, G., ² Olivier, A., & ¹ Grayson, D	¹ UP; ² Uni. of Stellenbosch	June, 2007	Description and impact of a distance mathematics course for grade 10 to 12 teachers	Pythagoras No. 65	32-38
496	Stols, G	UP	Jan., 2006	Geometry teacher education: practice what you preach	14th SAARMSTE Proceedings	665–669
497	Stols, G.	University of South Africa	13 – 17 Jan, 2004	Mathematics INSET teachers' development: A problem- solving approach	12th SAARMSTE Proceedings	988 – 993
498	Stols, G., Wessels,D., & Heideman,J	UNISA	30 Jun., - 4 Jul., 2003	A rationale for using conic sections as an integrating factor in the proposed FET curriculum	AMESA Vol. 1 (9th National Congress)	294 – 303
499	Stols, G	University of South Africa, Pretoria, SA	11 – 15 Jan.,2003	The correlation between teachers and their learners' mathematical knowledge in rural schools.	11th SAARMSTE Proceedings	246 – 249
500	Strauss, J., & Fourie, H.A.M	Randse Afrikaanse Universiteit	1998	Strategies, attitudes and solution quality with respect to problem - solving in mathematics.	South African Journal of Education Vol. 18 (1)	43 - 48

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
501	Strauss, J.P. , van Biljon,A . & Mostert,S	Research Institute for Edu. Planning, Faculty of Edu, UOFS	1 – 5 Jul., 1996	The implementation of the problem-centred approach in the teaching and learning of mathematics in the junior primary phase	AMESA Proceedings 1 (2nd National Congress)	87 – 96
502	¹ Strauss, J., & ² Diab, R.M	¹ Rand Afrikaans University & ² Natal Technikon	1988	Mathematical requirements of technical engineers	South African Journal of Education Vol. 8 (2)	133 – 141
503	Swanepoel, CH	Universiteit van Suid-Afrika	1990	Mastering of basic geometry concepts: sex differences.	South African Journal of Education Vol. 10 (5/6)	484 – 487
504	Tobias, B	Wits	2006	Mathematical word problems: Understanding how secondary students position themselves	AJRMSTE Vol. 10 (2)	1 - 14
505	Tokwe, M., & Schafer, M	RU	19 – 22 Jan., 2009	Investigating code switching of English Second Language (ESL) teachers in the teaching of mathematics	17th SAARMSTE Vol. 3 (Abstracts)	307-309
506	Uys, W. P.	Linnwood-rif, Suid Afrika	Apr., 1999	Afrikaans Tweede Taal Spreker (ATTs) en Telwoorde	Pythagoras No. 48	34 – 39
507	Van Biljon,A, & Strauss, JP	University of the Free State	7 – 11 Jul, 1997	Numbers that are rational as well as irrational!!	AMESA Proceedings 2 (3rd National Congress)	166 – 175
508	Van der Sandt ¹ , S. & Nieuwoudt ² ,H	¹ The college of New Jersey, USA. ² North-West University, Potchefstroom SA	2005	Geometry content knowledge: Is pre-service training making a difference?	AJRMSTE Vol. 9 (2).	109 – 120
509	Van der Sandt, S., & Nieuwoudt, H.D.	University of Potchefstroom	2003	Grade 7 teachers' and prospective teachers' content knowledge of geometry.	South African Journal of Education Vol. 23 (3)	199 – 205

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
510	Van der Walt, MS	NOT SUPPLIED	27 – 30 Jun., 2005	Exploring metacognition in mathematics teaching in the senior school phase	AMESA Vol. 1 (11th National Congress)	41 – 44
511	Van der Walt, M	Potchefstroom University	30 Jun., - 4 Jul., 2003	The contribution of mathematics textbooks in the intermediate phase to the development of metacognitive skills.	AMESA Vol. 1 (9th National Congress)	372 – 377
512	Van Laren, L., & Palmer, I	UKZN	18 – 21 Jan., 2010	Exploring the making of a time capsule for psychosocial support in mathematics classrooms of young learners	18th SAARMSTE Vol. 2 (Short Papers)	253-256
513	Van Laren, L	University of Natal	1 – 5 Jul, 2002	“Area is L X B”	AMESA Proceedings 1 (8th National Congress)	32- 37
514	Van Niekerk, R	University of SA	Aug., 1996	“4-Kubers” in Africa	Pythagoras No. 40	28 – 33
515	Van Niekerk, T., Newstead, K., Murray, H, & Olivier, A	MALATI	5 – 9 Jul., 1999	Successes and obstacles in the development of grade 6 learners’ conception of fractions	AMESA Proceedings 1 (5th National Congress)	221 – 232
516	Van Rooy, M. P	Universiteit van Suid-Afrika	1989	Aims in teaching mathematics to engineering technicians	South African Journal of Education Vol. 9, No. 4	774 – 781
517	Van Rooy, T.	University of South Africa	Jul., 1989	The aims of teaching mathematics – a technical and vocational education perspective on curriculum development in mathematics.	Pythagoras No. 20	29 – 31
518	Varughese, N. A., & Glencross, M. J.	University of Transkei	25 – 28 Jan. ,1996	Basic Mathematical Language Skills Among First Year University Students	4th SAARMSTE Proceedings	340 – 343

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
519	Verhage,H., Adendorff,S., Cooper,P., Engel,M., Kasana,Z., Roux, p., Smith,R., & Williams, E	REMESA< Dept of Didactics & School of Science and Maths Education, University of the Western Cape	Apr., 2000	The interrelationship between graphs, formulae and tables: exploring the relationship between mathematising and outcomes-based education	Pythagoras No. 51	37 – 42
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521	Vermeulen,N	Cape Peninsula University of technology	27 – 30 Jun., 2005	Who shall we train as teachers of mathematical literacy?	AMESA Vol. 1 (11th National Congress)	45 – 51
522	¹ Vermeulen, ² N Olivier,A., & ² Human, P	¹ Cape Technikon, Cape town & ² University of Stellenbosch	1 – 5 Jul., 1996	Students' awareness of the distributive property	AMESA Proceedings 1 (2nd National Congress)	195 – 202
523	Vithal, R.	University of KwaZulu- Natal	2004	Mathematics, Devan, and project work	South African Journal of Education Vol. 24. No. 3	225 – 232
524	Vithal, R.	University of Durban- Westville, Durban, SA	11 – 15 Jan.,2003	Devan; mathematics; and project work: A social, cultural, political curriculum approach	11th SAARMSTE Proceedings	251 – 257
525	Vithal, R.	University of Durban- Westville, SA	2002	Differentiation, in contradiction and co- operation, with equity in mathematics education	JOSAARMSE Vol. 6	1 – 20
526	Vithal, R.	Faculty Of Education, University Of Durban – Westville	22 – 26 Jan., 1997	Exploring Student Teachers' Understanding Of A Theoretical Perspective In Mathematics Education	5th SAARMSTE Proceedings	331 – 340
527	Vithal, R.	University Of Durban- Westville	Jan. 28-31, 1993	Ethnomathematics; Research Directions And Some Implications For Curriculum	1st SAARMSTE Proceedings	334 - 351

South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
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529	Vorster, H., & Zerwick, J	NWU	18 – 21 Jan., 2010	Exploring the use of simultaneous interpreting in the training of mathematics teachers	18th SAARMSTE Vol. 2 (Short Papers)	155-161
530	Vorster, H	North-West Uni.	June, 2008	Investigating a scaffold to code-switching as strategy in multilingual classrooms	Pythagoras No. 67	33-41
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532	¹ Webb, P., & ² Webb, L	¹ Dept. of Maths Edu., Centre for Educational Research, Technology and Innovation; ² NMMU	18 – 21 Jan., 2010	Using dialogue in mathematics classes: Could it aid mathematical reasoning?	18th SAARMSTE Vol. 2 (Short Papers)	266-272
533	Webb, L., & Foster, L	NMMU	18 – 21 Jan., 2010	Poetic reflections concerning issues in multilingual mathematics and science education in South Africa	18th SAARMSTE Vol. 3 (Short Papers)	272-277
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South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
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541	Webb, J.H.	University of Cape Town	1989	Multiple-choice questions in mathematics.	South African Journal of Education Vol. 9, No. 1	216 – 218
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545	Wessels, D.C.J.	UNISA	Jan. 28-31, 1993	The Role Of Analogies And Metaphors As Teaching Strategies In The Teaching Of Mathematics.	1st SAARMSTE Proceedings	362 -372
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South African Directory of Mathematics Education Research (SADMER)

S/N	AUTHOR	INSTITUTION	DATE	TITLE	PUBLICATION	PAGES
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549	¹ Yegambaram P., & ² Naidoo, R	Centre for Advanced Computer Modelling and Manufacturing, Durban Uni. of Tech.	18 – 21 Jan., 2010	Improving The Conceptual Understanding of Three Dimensional Geometry	18th SAARMSTE Vol. 3 (Short Papers)	160-170
550	Zoe Michau, J. M	University of Natal, Pietermaritzburg.	1978	Problem areas in the acquisition of mathematical concepts by Black children in South Africa	Journal of Education Vol. 10	21 – 30