

## 參考文獻

- 楊凱琳、林福來 (2006)。探討高中數學教學融入建模活動的支撐策略及促進參與教師反思的潛在機制。《科學教育學刊》，14 (5)，517-543。
- 鄭玉雯 (2004)。九年一貫課程數學領域「連結」主題及教學落實情形之初探。國立臺中師範學院數學教育系碩士論文，未出版，臺北。
- Blum, W. (2002). ICMI Study 14: Applications and modeling in mathematical education—Discussion document. *Educational Studies in Mathematics*, 51, 149-171.
- Bogdan, R., & Biklen, S. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston: Allyn & Bacon.
- Burkhardt, H. (1981). *The real world and mathematics*. Scotland: Blackie and Son.
- Dreyfus, T. (1991). Advanced mathematical thinking processes. In D. Tall (Ed.), *Advanced mathematical thinking* (pp. 27-41). Dordrecht: Kluwer.
- Freudenthal, H. (1991). *Revisiting mathematics education. China Lectures*. Dordrecht: Kluwer.
- Kaiser, G. (2005). Mathematical Modelling in School – Examples and Experiences. In H.-W. Henn, & G. Kaiser (Eds.), *Mathematikunterricht im Spannungsfeld von evolution und evaluation. Festband für Werner Blum* (pp. 99-108). Hildesheim: Franzbecker.
- Kaput, J. J. (1989). Linking representations in the symbol systems of Algebra. In S. Wagner, & C. Kieran (Eds.), *Research issues in the learning and teaching of Algebra* (pp. 167-194). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lin, F. L., & Yang, K. L. (2005). Distinctive characteristics of mathematical thinking in a non-modeling friendly environment. *Teaching Mathematics and its Applications*, 24, 97-106.
- Lesh, R., & Doerr, H. M. (2003). *Beyond constructivism: Models and modelling perspectives on mathematics teaching, learning, and problem solving*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mooney, D., & Swift R. (1999). *A course in mathematical modeling*. Washington, DC: The Mathematical Association of America.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM.
- Niss, M. (1989). Aims and scope. In W. Blum, J. S. Berry, R. Biehler, I. D. Huntley, G.

- Kaiser-Messmer, & L. Profke (Eds.), *Applications and modelling in learning and teaching mathematics* (pp. 22-31). Chichester, England: Ellis Horwood.
- Niss, M. (2002). Mathematical competencies and the learning of mathematics: The Danish KOM project. Retrieved October 15, 2004, from [http://www7.nationalacademies.org/mseb/mathematical\\_competencies\\_and\\_the\\_learning\\_of\\_mathematics.pdf](http://www7.nationalacademies.org/mseb/mathematical_competencies_and_the_learning_of_mathematics.pdf)
- Schoenfeld, A. H. (1992). Learning to think mathematically: Problem solving, metacognition, and sense-making in mathematics. In D. Grouws (Ed.), *Handbook for research on mathematics teaching and learning* (pp. 334-370). New York: MacMillan.
- Sowder, J. T. (2007). The mathematical education and development of teachers. In F. K. Lester (Ed.), *Second handbook on research of mathematics teaching and learning* (pp. 157-223). Charlotte, NC: Information Age.
- Treilibs, V. (1979). *Formulation processes in mathematical modelling*. Unpublished master's thesis, University of Nottingham, Nottingham.
- Treilibs, V., Burkhardt, H., & Low, B. (1980). *Formulation processes in mathematical modelling*. Nottingham: Shell Centre for Mathematical Education.
- Warzel, A. (1989). General theory of modelling and theory of action-a solution for the educational situation at school?. In W. Blum, J. S. Berry, R. Biehler, I. D. Huntley, G. Kaiser-Messmer, & L. Profke (Eds.), *Applications and modelling in learning and teaching mathematics* (pp. 121-126). Chichester, England: Ellis Horwood.