

## 參考文獻

- 林佩璇 (2000)。個案研究及其在教育研究上的應用。載於中正大學教育學研究所 (主編), 質的研究方法 (頁239-262)。高雄: 麗文。
- [Lin, P. H. (2000). The introduction and application of case study on educational research. In Graduate Institute of Education, National Chung Cheng University (Ed.), *Qualitative research* (pp. 239-262). Kaohsiung: Li-Wen.]
- 陳向明 (2004)。社會科學質的研究。臺北: 五南。
- [Chen, H. M. (2004). *Qualitative research in social science*. Taipei: Wu-Nan.]
- 陳李綱 (2005)。個案研究: 理論與實務。臺北: 心理。
- [Chen, L. C. (2005). *Case study: Theory and practice*. Taipei: Psychological.]
- 陳國泰 (2000)。國小初任教師實際知識的發展之研究。國立高雄師範大學教育學系博士論文, 未出版, 高雄。
- [Chen, K. T. (2000). *The study on practical knowledge development of elementary novice teachers*. Unpublished doctoral dissertation, National Kaohsiung Normal University, Kaohsiung.]
- 普通數學編輯小組 (2000)。普通數學。臺中: 瑞和堂。
- [Editor Group. (2000). *General mathematics*. Taichung: Rui-He Tang.]
- 鍾靜 (2005)。論數學課程近十年來之變革。教育研究月刊, 133, 124-134。
- [Chung, C. (2005). Analyzing mathematics curriculum evolving of Taiwan in tens years. *Journal of Education Research*, 133, 124-134.]
- Agudelo-Valderrama, C. (2008). The power of Colombian mathematics teachers' conceptions of social/institutional factors of teaching. *Educational Studies in Mathematics*, 68(1), 37-54.
- Anderson, C. W. (2003). How can schools support teaching for understanding in mathematics and science? In A. Gamoran, C. W. Anderson, P. A. Quiroz, W. G. Secada, T. Williams, & S. Ashmann (Eds.), *Transforming teaching in math and science: How schools and districts can support change* (pp. 3-21). New York: Teachers College.
- Artzt, A. F., & Armour-Thomas, E. (2002). *Becoming a reflective mathematics teacher: A guide for observations and self-assessment*. Mahwah, NJ: Lawrence Erlbaum.
- Bishop, A. J. (1988). Mathematics education and culture. *Educational Studies in*

- Mathematics*, 19(2), 179-191.
- Bullough Jr, R. V. (1992). Beginning teacher curriculum decision making, personal teaching metaphors, and teacher education. *Teaching & Teacher Education*, 8(3), 239-252.
- Bullough Jr, R. V., & Knowles, J. G. (1991). Teaching and nurturing: Changing conceptions of self as teacher in a case study of becoming a teacher. *Qualitative Studies in Education*, 4(2), 121-140.
- Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching & Teacher Education*, 7(1), 1-8.
- Clandinin, D. J. (1986). *Classroom practice: Teacher images in action*. London, UK: The Falmer Press.
- Clark, C. M., & Peterson, P. L. (1986). Teachers' thought processes. In M. Wittrock (Ed.), *Handbook of research on teaching* (2nd ed., pp. 255-296). New York: MacMillan.
- Elbaz, F. L. (1983). *Teacher thinking: A study of practical knowledge*. London, UK: Croom Helm.
- Gainsburg, J. (2008). Real-world connections in secondary mathematics teaching. *Journal of Mathematics Teacher Education*, 11(3), 199-219.
- Grootenboer, P. (2008). Mathematical belief change in prospective primary teacher. *Journal of Mathematics Teacher Education*, 11(6), 479-497.
- Henningsen, M., & Stein, M. K. (1997). Mathematical tasks and student cognition: Classroom-based factors that support and inhabit high-level mathematical thinking and reasoning. *Journal for Research in Mathematics Education*, 28(5), 524-549.
- Johnston, S. (1990). Understanding curriculum decision-making through teacher images. *Curriculum studies*, 22(5), 463-471.
- Johnston, S. (1992). Images: A way of understanding the practical knowledge of student teachers. *Teaching & Teacher Education*, 8(2), 123-136.
- Kilpatrick, J., & Silver, E. A. (2000). Unfinished business: Challenges for mathematics educator in the next decades. In M. J. Burke & F. R. Curcio (Eds.), *Learning mathematics for a new century* (pp. 223-235). Reston, VA: National Council of Teachers of Mathematics.
- Lavy, H., & Shriki, A. (2008). Investigating changes in prospective teacher's views of a 'good teacher' while engaging in computerized project-based learning. *Journal of*

- Mathematics Teacher Education*, 11(4), 259-284.
- Lin, Y. W. (1994). Early childhood student teachers' images and their classroom practice. *Journal of National Taipei Teachers College*, 7, 733-846.
- National Council of Teachers of Mathematics (1991). *Professional standards for teaching mathematics*. Reston, VA: Author.
- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
- Philipp, R. A. (2007). Mathematics teachers' beliefs and affect. In F. K. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 257-315). Gweenwich, CT: Information Age.
- Rodriguez, A. J. (2005). Teachers' resistance to ideological and pedagogical change: Definitions, theoretical framework, and significance. In A. J. Rodriguez & R. S. Kitchen (Eds.), *Preparing mathematics and science teachers for diverse classrooms: Promising strategies for transformative pedagogy* (pp. 1-16). Mahwa, NJ: Laurence Erlbaum Associates.
- Ross, J. A., McDougall, D., Hogaboam-Gray, A., & LeSage, A. (2003). A survey measuring elementary teachers' implementation of standards-based mathematics teaching. *Journal for Research in Mathematics Education*, 34(4), 344-363.
- Sfard, A. (1998). The many faces of mathematics: Do mathematicians and researchers in mathematics education speak about the same thing? In A. Sierpiska & J. Kilpatrick (Eds.), *Mathematics education as a research domain: A search for identity* (pp. 491-511). Dodrecht, MA: Kluwer Academic.
- Silver, E. A., Mesa, V. M., Morris, K. A., Star, J. R., & Benken, B. M. (2009). Teaching mathematics for understanding: An analysis of lessons submitted by teachers seeking NBPTS certification. *American Educational Research Journal*, 46(2), 501-531.
- Stein, M. K., Remillard, J., & Smith M. S. (2007). How curriculum influences student learning. In F. K. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 319-369). Gweenwich, CT: Information Age.
- Steinbring, H. (1998). Epistemological constraints of mathematical knowledge in social learning settings. In A. Sierpiska & J. Kilpatrick (Eds.), *Mathematics education as a research domain: A search for identity* (pp. 513-526). Dodrecht, MA: Kluwer

## Academic.

- Stuart, C., & Thrulow, D. (2000). Making it their own: Preservice teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51(2), 113-121.
- Tarr, J. E., Reys, R. E., Reys, B. J., Chavez, O., Shih, J., & Osterlind, S. J. (2008). The impact of middle-grades mathematics curricula and the classroom learning environment on student achievement. *Journal for Research in Mathematics Education*, 39(3), 247-280.
- Weber, S., & Mitchell, C. (1996). Drawing ourselves into teaching: Studying the images that shape and distort teacher education. *Teaching and Teacher Education*, 12(3), 303-313.
- Willoughby, S. S. (2000). Perspectives on mathematics education. In M. J. Burke & F. R. Curcio (Eds.), *Learning mathematics for a new century* (pp. 1-15). Reston, VA: National Council of Teachers of Mathematics.