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Author(s): [Sriraman, Bharath](#) ; [Steinhorsdottir, Olof](#)

Affiliation: Department of Mathematical Sciences The University of Montana Missoula MT 59812 U.S.A.; School of Education University of North Carolina at Chapel Hill 201a Peabody Hall CB 3500 Chapel Hill NC 27599-3500 U.S.A.

Title: **Emancipatory and Social Justice Perspectives in Mathematics Education**

Source: *Interchange* 38, no. 2 (2007): 195-202

Additional Info: Springer; 20070601

Standard No: **ISSN:** 0826-4805

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Author(s): [Sriraman, Bharath](#)

Affiliation: Dept. of Mathematical Sciences, The University of Montana

Title: **Beyond Traditional Conceptions of the Philosophy of Mathematics**
Reuben Hersh (Editor). "18 unconventional essays on the nature of mathematics" Springer Science & Business Media Inc, New York, 2006.

ISBN 0-387-25717-9 \$49.95.

Source: *Mathematical Thinking & Learning* 9, no. 2 (2007): 173-178
Additional Info: Lawrence Erlbaum Associates; 20070517

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Affiliation: Department of Mathematical Sciences, The University of Montana

Title: **Book Review: The international handbook on innovation**

Source: *Gifted Child Quarterly* 50, no. 1 (2006): 77-79
Additional Info: Sage Publications; 20060101

Standard No: **ISSN:** 0016-9862

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Author(s): [Sriraman, Bharath](#)

Affiliation: The University of Montana

Title: **Book Review**

Source: *Mathematical Thinking & Learning* 8, no. 4 (2006): 433-436
Additional Info: Lawrence Erlbaum Associates; 20061001

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Author(s): [Sriraman, Bharath](#) ; [Lesh, Richard](#)

Affiliation: Department of Mathematical Sciences, University of Montana; Department of Counseling and Educational Psychology, Indiana University

Title: **A Conversation With Zoltan P. Dienes**

Source: *Mathematical Thinking & Learning* 9, no. 1 (2007): 59-75

Additional Info: Lawrence Erlbaum Associates; 20070101

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Affiliation: Department of Mathematical Sciences The University of Montana Missoula MT 59812 U.S.A.

Title: **An Ode to Imre Lakatos: Quasi-Thought Experiments to Bridge the Ideal and Actual Mathematics Classrooms**

Source: *Interchange* 37, no. 1-2 (2006): 151-178

Additional Info: Springer; 20060401

Standard No: **ISSN:** 0826-4805


DOI: 10.1007/s10780-006-8405-1

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Affiliation: Department of Mathematical Sciences The University of Montana Missoula MT 59812 U.S.A.

Title: **Beyond Knowledge: Extracognitive Aspects of Developing High Ability**

Source: *Interchange* 36, no. 4 (2005): 455-460

Additional Info: Springer; 20051001

Standard No: **ISSN:** 0826-4805
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Author(s): [Sriraman, Bharath](#)

Affiliation: Dept. of Mathematical Sciences, The University of Montana

Title: **Letter To The Editor**

Source: *Mathematical Thinking & Learning* 7, no. 4 (2005): 345-348


Additional Info: Lawrence Erlbaum Associates; 20051001

Standard No: **ISSN:** 1098-6065
DOI: 10.1207/s15327833mtl0704_4

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Author(s): [Sriraman, Bharath](#) ; [Benesch, Walter](#)

Title: **Consciousness and Science: an Advaita-Vedantic Perspective on the Theology - Science Dialogue**

Source: *Theology and Science* 3, no. 1 (2005): 39-54 (16 pages)

Additional Info: Taylor & Francis; 20050301

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Author(s): [Sriraman, Bharath](#)

Affiliation: The University of Montana

Title: **Book Review**

Source: *Mathematical Thinking & Learning* 7, no. 2 (2005): 171-180

Additional Info: Lawrence Erlbaum Associates; 20050401

Standard No: ISSN: 1098-6065


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Author(s): [Sriraman, Bharath](#)

Title: **The influence of Platonism on mathematics research and theological beliefs**

Source: *Theology and Science* 2, no. 1 (2004): 131-147 (17 pages)

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Author(s): [Sriraman, Bharath](#)

Title: **Mathematik/Literatur - Der mathematische Roman als literarisches Werk -- Eine Untersuchung im US-amerikanischen Mathematik-unterricht**

Source: *Der Mathematikunterricht*. 53, no. 1, (2007): 89 (4 pages)

Additional Info: Ernst Klett Verlag.


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Author(s): [Beckmann, Astrid](#) ; [Sriraman, Bharath](#)

Title: **Mathematik/Literatur - Verschiedene Perspektiven zur Verbindung von Literatur und Mathematik**

Source: *Der Mathematikunterricht*. 53, no. 1, (2007): 75 (14 pages)
Additional Info: Ernst Klett Verlag.


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Author(s): [Liljedahl, Peter](#) ; [Sriraman, Bharath](#)

Title: **Musings on mathematical creativity**

Source: *For the learning of mathematics : an international journal of mathematics education*. 26, no. 1, (2006): 17 (3 pages)
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Author(s): [Sriraman, Bharath](#) ; [Kaiser, Gabriele](#)

Title: **Analyses: Theories of Mathematics Education (Part B) - A5 Theory usage and theoretical trends in Europe: A survey and preliminary analysis of CERME4 research reports.**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 38, no. 1, (2006): 22 (30 pages)
Additional Info: E. Klett.

Alt Journal: **Succeeding Title:** Zentralblatt für Didaktik der Mathematik


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Author(s): [Torner, Gunter](#) ; [Sriraman, Bharath](#)

Title: **Analyses: Theories of Mathematics Education (Part B) - A4 A brief historical comparison of tendencies in mathematics education in Germany and the United States**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 38, no. 1, (2006): 14 (8 pages)
Additional Info: E. Klett.

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Author(s): [Sriraman, Bharath](#) ; [English, Lyn D](#)

Title: **Analyses: Theories of Mathematics Education (Part B) - A1 Theories of mathematics education: European perspectives, commentaries and viable research directions**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 38, no. 1, (2006): 1 (2 pages)
Additional Info: E. Klett.

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Title: **Book Reviews - R1 Mathematical and analogical reasoning of young learners**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 37, no. 6, (2005): 506 (4 pages)
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Author(s): [Lesh, Richard](#) ; [Sriraman, Bharath](#)


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Additional Info: E. Klett.

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Author(s): [Moreno-Armella, Luis](#) ; [Sriraman, Bharath](#)


Title: **A4 The articulation of symbol and mediation in mathematics education**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik.* 37, no. 6, (2005): 476 (11 pages)
Additional Info: E. Klett.

Alt Journal: **Succeeding Title:** Zentralblatt für Didaktik der Mathematik
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Author(s): [Sriraman, Bharath](#) ; [English, Lyn D](#)

Title: **A1 Theories of mathematics education: A global survey of theoretical frameworks/trends in mathematics education research**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 37, no. 6, (2005): 450 (7 pages)

Additional Info: E. Klett.

Alt Journal: **Succeeding Title:** Zentralblatt für Didaktik der Mathematik


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Author(s): [Sriraman, Bharat](#) ; [Pizzulli, Michelle](#)

Title: **A15 Balancing mathematics education research and the NCTM Standards**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 37, no. 5, (2005): 431 (6 pages)

Additional Info: E. Klett.

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Author(s): [Kittel, Andreas](#) ; [Beckmann, Astrid](#) ; [Hole, Volker](#) ; [Ladel, Silke](#) ; [Sriraman, Bharath](#)

Title: **A8 The computer as "an exercise and repetition" medium in mathematics lessons: Educational effectiveness of tablet PC's**

Source: *ZDM. Zentralblatt für Didaktik der Mathematik*. 37, no. 5, (2005): 379 (16 pages)

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Author(s): [Sriraman, Bharath](#)

Title: **Problem Solving as a Precursor to Mathematical Proof**

Source: *Mathematics in school*. 34, no. 1, (2005): 4 (5 pages)

Additional Info: Longman Group on behalf of the Mathematical Association.

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Author(s): [Sriraman, Bharath](#)

Title: **Can Problem Context be an Obstacle to Proof?**

Source: *Mathematics in school*. 33, no. 4, (2004): 2 (4 pages)

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Author(s): [Sriraman, Bharath](#)

Title: **Reflective abstraction, unframes and the formulation of generalizations**

Source: *The Journal of mathematical behavior* /23, no. 2, (2004): 205 (18 pages)

Additional Info: Study Group for Mathematical Behavior,

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Source: *Mathematics in school*. 33, no. 2, (2004): 25 (9 pages)

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Title: **Can Mathematical Discovery Fill the Existential Void? The Use of Conjecture, Proof and Refutation in a High School Classroom**

Source: *Mathematics in school*. 32, no. 2, (2003): 2 (5 pages)

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Author(s): [Sriraman, B.](#)

Title: **Gifted Ninth Graders' Notions of Proof: Investigating Parallels in Approaches of Mathematically Gifted Students and Professional Mathematicians**

Source: *Journal for the education of the gifted*. 27, Part 4 (2004): 267-292

Additional Info: Wayne State University Press.

Issue Id: Part 4

Alt Journal: **Key Title:** Journal for the education of the gifted **Preceding Title:** Talents and gifts

Standard No: **ISSN:** 0162-3532

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Author(s): [Sriraman, B.](#)

Title: **Mathematics and literature (the sequel): Imagination as a pathway to**

advanced mathematical ideas and philosophy

Source: *The Australian mathematics teacher*. 60, Part 1 (2004): 17-23

Additional Info: Australian Association of Mathematics Teachers,
Issue Id: Part 1

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Author(s): [Sriraman, B.](#)

Title: **Mathematics and literature: Synonyms, antonyms or the perfect amalgam?**

Source: *The Australian mathematics teacher*. 59, Part 4 (2003): 26-31

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Are Giftedness and Creativity Synonyms in Mathematics?

Bharath Sriraman

2005

English Article (EJ) 17


Journal of Secondary Gifted Education, v17 n1 p20-36 Fall 2005

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At the K-12 level one assumes that mathematically gifted students identified by out-of-level testing are also creative in their work. In professional mathematics, "creative" mathematicians constitute a very small subset within the field. At this level, mathematical giftedness does not necessarily imply mathematical creativity but the converse is certainly true....

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Additional Info: Prufrock Press Inc. P.O. Box 8813, Waco, TX 76714-8813. Tel: 800-998-2208; Tel: 254-756-3337; e-mail: info@prufrock.com; Web site: http://www.prufrock.com.;

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Standard No: **ISSN:** 1077-4610

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Abstract: At the K-12 level one assumes that mathematically gifted students identified by out-of-level testing are also creative in their work. In professional mathematics, "creative" mathematicians constitute a very small subset within the field. At this level, mathematical giftedness does not necessarily imply mathematical creativity but the converse is certainly true. In the domain of mathematics, are the words creativity and giftedness synonyms? In this article, the constructs of mathematical creativity and mathematical giftedness are developed via a synthesis and analysis of the general literature on creativity and giftedness. The notions of creativity and giftedness at the K-12 and professional levels are compared and contrasted to develop principles and models that theoretically "maximize" the compatibility of these constructs. The relevance of these models is discussed with practical considerations for the classroom. The paper also significantly extends ideas presented by Usiskin (2000). (Contains 2 figures and 5 endnotes.)

References: **Number:** 111

Peer Reviewed: Yes

SUBJECT(S)

Descriptor: [Academically Gifted](#)
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Identifier: No Child Left Behind Act 2001

Note(s): **Education Level:** Elementary Secondary Education

Document Type: Article (EJ)

Publication Type: Journal Articles; Reports - Descriptive

Date of Entry: 2006; DEC2006

Availability: **Level:** 3

Database: ERIC

1 or 0? Cantorian Conundrums in the Contemporary Classroom

Bharath Sriraman; Libby Knott

2006


English Article (EJ) 5


Australian Senior Mathematics Journal, v20 n2 p57-61 2006
 Australian Association of Mathematics Teachers (AAMT). GPO Box 1729, Adelaide, South Australia 5001. Tel: +61-8-8363-0288; Fax: +61-8-8362-9288; e-mail: office@aamt.edu.au; Web site: http://www.aamt.edu.au.

In set theory, one comes across the notion of "vacuous truth." A statement is vacuously true if it is true but does not quite say anything. The structure of a vacuously true statement is typically of the form: everything with property A also has property B, with the caveat being that there is nothing in property A. For instance one could say: all humans with gills are sharks....

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Accession No: EJ744042

Author(s): [Sriraman, Bharath](#) ; [Knott, Libby](#)

Title: **1 or 0? Cantorian Conundrums in the Contemporary Classroom**

Source: *Australian Senior Mathematics Journal* v20 n2 p57-61 2006 (5 pages)

Additional Info: Australian Association of Mathematics Teachers (AAMT). GPO Box 1729, Adelaide, South Australia 5001. Tel: +61-8-8363-0288; Fax: +61-8-8362-9288; e-mail: office@aamt.edu.au; Web site: http://www.aamt.edu.au.;
 <http://www.aamt.edu.au/resources/journal/#asmj>

Standard No: **ISSN:** 0819-4564

Language: English

Abstract: In set theory, one comes across the notion of "vacuous truth." A statement is vacuously true if it is true but does not quite say anything. The structure of a vacuously true statement is typically of the form: everything with property A also has property B, with the caveat being that there is nothing in property A. For instance one could say: all humans with gills are sharks. This statement is vacuously true because there are no humans with gills. It is natural to dismiss such examples as absurd and pathologies within the framework of set theory. However the notion of vacuous truth arises in some pedagogical situations. The reader is undoubtedly curious whether a situation requiring the examination of "vacuous" truth can arise in a contemporary mathematics classroom. In fact such situations do arise. In this article, the author describes one such situation in a preservice elementary mathematics classroom. This unusual set-theoretic pedagogical situation is known as Cantorian conundrums. (Contains 1 footnote.)

References: **Number:** 2

Peer Reviewed: No

SUBJECT(S)

Descriptor: [Mathematics Instruction](#)
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Note(s): Education Level: Elementary Education

Document Type: Article (EJ)

Publication Type: Journal Articles; Reports - Descriptive

Date of Entry: 2006; NOV2006

Availability: Level: 3

Database: ERIC

The Use of Fiction as a Didactic Tool to Examine Existential Problems

Bharath Sriraman; Harry Adrian

2005


English Article (EJ) 11

Journal of Secondary Gifted Education, v15 n3 p96-106 Spr 2004

Recent geopolitical events have changed the naive way in which many teenagers view the world. In particular, it has called into question many of the moral and ethical foundations we take for granted as norms of a functioning society. In the wake of these events, it is important for teachers to allow students, in particular the gifted, to voice their thoughts and critically examine issues pertinent to society and life....

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Accession No: EJ682707

Author(s): [Sriraman, Bharath](#) ; [Adrian, Harry](#)

Title: **The Use of Fiction as a Didactic Tool to Examine Existential Problems**

Access ERIC:  [FullText](#)

Source: *Journal of Secondary Gifted Education* v15 n3 p96-106 Spr 2004 (11 pages)

Additional Info:  <http://www.prufrock.com>

Standard No: **ISSN:** 1077-4610

Language: English

Abstract: Recent geopolitical events have changed the naive way in which many teenagers view the world. In particular, it has called into question many of the moral and ethical foundations we take for granted as norms of a functioning society. In the wake of these events, it is important for teachers to allow students, in particular the gifted, to voice their thoughts and critically examine issues pertinent to society and life. The study of literature through the prism of critical thinking can allow the student to experience its cohesiveness to life. Literature can be practical, inspirational, appealing, stimulating, and educational if approached with this purpose in mind. This paper describes how gifted high school seniors at a rural Midwestern public school discerned the nature of "truths" about society and life by critically examining a simple contemporary novel. Vignettes of student discussions that illustrate critical thinking and express "controversial" views are presented along with commentaries. It also offers discussion of the implications of using fiction as a didactic tool to examine existential problems in the high school classroom.

References: **Number:** 37

SUBJECT(S)

Descriptor: [Critical Thinking](#)
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Note(s): **Education Level:** Secondary Education

Document Type: Article (EJ)

Publication Type: Journal Articles; Reports - Descriptive

Date of Entry: 2005; JUL2005

Availability: **Level:** 1

Database: ERIC

Combinatorial Mathematics: Research into Practice

Bharath **Sriraman**; Lyn D **English**

2004

English Article (EJ) 10



Mathematics Teacher, v98 n3 p182 Oct 2004

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1502. Web site: <http://www.nctm.org>.

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Accession No: EJ717734

Author(s): [Sriraman, Bharath](#) ; [English, Lyn D.](#)

Title: **Combinatorial Mathematics: Research into Practice**

Source: *Mathematics Teacher* v98 n3 p182 Oct 2004 (10 pages)

Additional Info: National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1502. Web site: <http://www.nctm.org>.

Standard No: **ISSN:** 0025-5769

Language: English

Abstract: Implications and suggestions for using combinatorial mathematics in the classroom through a

survey and synthesis of numerous research studies are presented. The implications revolve around five major themes that emerge from analysis of these studies.

Peer Reviewed: Yes

SUBJECT(S)

Descriptor: [Mathematics Instruction](#)
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Document Type: Article (EJ)

Publication Type: Journal Articles; Reports - Descriptive

Date of Entry: 2005; DEC2005

Availability: **Level: 3**

Database: ERIC

Mathematical Giftedness, Problem Solving, and the Ability To Formulate Generalizations: The Problem-Solving Experiences of Four Gifted Students.

Bharath Sriraman

2003


English Article (EJ)

Journal of Secondary Gifted Education, v14 n3 p151-65 Spr 2003

Nine freshmen in a ninth-grade accelerated algebra class were asked to solve five nonroutine combinatorial problems. The four mathematically gifted students were successful in discovering and verbalizing the generality that characterized the solutions to the five problems, whereas the five nongifted students were unable to discover the hidden generality....

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Accession No: EJ666213

Author(s): [Sriraman, Bharath](#)

Title: **Mathematical Giftedness, Problem Solving, and the Ability To Formulate Generalizations: The Problem-Solving Experiences of Four Gifted Students.**

Source: *Journal of Secondary Gifted Education* v14 n3 p151-65 Spr 2003

Standard No: **ISSN:** 1077-4610

Language: English

Abstract: Nine freshmen in a ninth-grade accelerated algebra class were asked to solve five nonroutine combinatorial problems. The four mathematically gifted students were successful in discovering and verbalizing the generality that characterized the solutions to the five problems, whereas the five nongifted students were unable to discover the hidden generality.

(Contains references.) (Author/CR)

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Document Type: Article (EJ)

Publication Type: Journal Articles; Reports - Research

Date of Entry: 2003; CIJSEP2003

Database: ERIC

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