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1. **Database** PsycINFO
- Title** [Are Giftedness and Creativity Synonyms in Mathematics?](#)
- Author** [Sriraman, Bharath](#)¹
- Affiliation** (1)Department of Mathematical Sciences, The University of Montana, MT, US
- Source** Journal of Secondary Gifted Education. Vol 17(1), Fal 2005, pp. 20-36
- ISSN** 1077-4610
- Descriptors** [*Creativity](#); [*Gifted](#); [*Mathematics](#); [*Models](#); [*Students](#); [Education](#); [Mathematicians](#)
- 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). (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)
- Contact Individual** Sriraman, Bharath, Department of Mathematical Sciences, The University of Montana, MT, US
- Journal Volume** 17
- Journal Issue** 1
- Journal Pages** 20-36
- Publisher** US: Prufrock Press
- Language** English
- Publication Year** 2005
- Publication Type** Journal; Peer Reviewed Journal; Original Journal Article
- Format Availability** Print
- Format Covered** Print
- Population** Human
- Age** Childhood (birth-12 yrs); School Age (6-12 yrs); Adolescence (13-17 yrs); Adulthood (18 yrs & older)
- Peer Reviewed** Yes
- Identifiers** mathematically gifted; students; mathematical creativity; K-12; professional level; models
- Classification** 3575 Gifted & Talented
- Number of References** 111 reference(s) present, 111 reference(s) displayed
- Update** 20060605
- Accession Number** 2006-07145-003
- [View Record](#) | [References](#) | [Link to Article](#)
2. **Database** PsycINFO
- Title** [Review of Mathematics as a constructive activity: Learners generating examples](#)
- Author** [Sriraman, Bharath](#)¹
- Affiliation** (1)University of Montana, Missoula, MT, US
- Source** Mathematical Thinking and Learning. Vol 8(4), 2006, pp. 433-436
- ISSN** 1098-6065
- Electronic ISSN** 1532-7833
- Descriptors** [*Mathematics](#); [*Mathematics Education](#); [*Student Engagement](#); [*Teaching Methods](#); [Mathematicians](#); [Teachers](#)
- Abstract** Reviews the book, Mathematics as a constructive activity: Learners generating examples by Anne Watson and John Mason (see record 2005-06151-000). The book is well written and carves for itself a niche in the post-Polya world where too many books try to mimic Polya's style without really providing any mathematical substance or conveying the joys of discovering mathematics for oneself. Another interesting aspect of the book is the fact that it is credible. One starts to believe it because of the numerous short case studies of teachers, workshop participants, university educators, and even mathematicians' reflections and practices on the ideas conveyed in each of the chapters. The authors allude to the pragmatism of Dewey in the book, and one gathers that without the teacher-orchestrator and the "moments of task engagement" as affective catalysts, even the best-designed tasks may not result in hoped-for outcomes. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

- Email Address** SriramanB@mso.umt.edu
- Contact Individual** Sriraman, Bharath, Department of Mathematical Studies, University of Montana, Missoula, MT, US, SriramanB@mso.umt.edu
- Journal Volume** 8
- Journal Issue** 4
- Journal Pages** 433-436
- Publisher** US: Lawrence Erlbaum
- Reviewed Work** Author(s): Anne Watson and John Mason. Title: Mathematics as a constructive activity: Learners generating examples. Year: 2005. Other Info: Mahwah, NJ: Lawrence Erlbaum Associates, 2005. ISBN 0-8058-344-2. \$27.50 Paperback.
- Language** English
- Publication Year** 2006
- Publication Type** Journal; Peer Reviewed Journal; Review
- Format Availability** Electronic; Print
- Format Covered** Print
- Population** Human
- Peer Reviewed** Yes
- Identifiers** constructive activity; learners; mathematics; university educators; mathematicians
- Classification** 3500 Educational Psychology
- Number of References** 3 reference(s) present, 3 reference(s) displayed
- Update** 20061204
- Accession Number** 2006-20448-004
- [View Record](#) | [References](#) | [Link to Article](#)
3. **Database** PsycINFO
- Title** [The use of fiction as a didactic tool to examine existential problems](#)
- Author** [Sriraman, Bharath](#)¹; [Adrian, Harry](#)²
- Affiliation** (1)Mathematics Department, University of Montana, Missoula, MT, US; (2)Ottawa Township High School, Canada
- Source** Journal of Secondary Gifted Education. Vol 10(3), Spr 1999, pp. 96-106
- ISSN** 1077-4610
- Descriptors** [*Gifted](#); [*High School Students](#); [*Literature](#); [*Society](#); [*Thinking](#); [Public School Education](#)
- 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. In this paper, we describe 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. We also discuss the implications of using fiction as a didactic tool to examine existential problems in the high school classroom. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)
- Email Address** sriramanb@mso.umt.edu
- Contact Individual** Sriraman, Bharath, Department of Mathematics, University of Montana, Missoula, MT, US, sriramanb@mso.umt.edu
- Journal Volume** 10
- Journal Issue** 3
- Journal Pages** 96-106
- Publisher** US: Prufrock Press
- Language** English
- Publication Year** 1999
- Publication Type** Journal; Peer Reviewed Journal; Original Journal Article
- Format Availability** Print
- Format Covered** Print
- Methodology** Empirical Study; Qualitative Study
- Population** Human
- Age** Adolescence (13-17 yrs)
- Peer Reviewed** Yes
- Identifiers** fiction; critical thinking; didactic tool; existential problems; gifted students; high school students; public school; society; life; Stanford Achievement Test
- Test and Measures** Stanford Achievement Test
- Classification** 3575 Gifted & Talented
- Number of References** 37 reference(s) present, 37 reference(s) displayed
- Update** 20041004
- Accession Number** 2004-95234-002
- [View Record](#) | [References](#) | [Link to Article](#)
4. **Database** PsycINFO

Title [Reflective abstraction, unframes and the formulation of generalizations](#)

Author [Sriraman, Bharath¹](#)

Affiliation (1)Department of Mathematical Sciences, University of Montana, Missoula, MT, US

Source Journal of Mathematical Behavior. Vol 23(2), 2004, pp. 205-222

ISSN 0732-3123

Descriptors [*Abstraction](#); [*Cognitive Generalization](#); [*High School Students](#); [*Mathematics Education](#); [*Theory Formulation](#); [Mathematical Ability](#)

Abstract In mathematics, generalizations are the end result of an inductive zigzag path of trial and error, that begin with the construction of examples, within which plausible patterns are detected and lead to the formulation of theorems. This paper examines whether it is possible for high school students to discover and formulate generalizations similar to ways professional mathematicians do. What are the experiences that allow students to become adept at generalization? In this paper, the mathematical experiences of a ninth grade student, which lead to the discovery and the formulation of a mathematical generalization are described, qualitatively analyzed and interpreted using the notion of unframes. It is found that reflecting on the solutions of a class of seemingly different problem-situations over a prolonged time period facilitates the abstraction of structural similarities in the problems and results in the formulation of mathematical generalizations. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)

Email Address sriramanb@mso.umt.edu

Contact Individual Sriraman, Bharath, Department of Mathematical Sciences, University of Montana, Missoula, MT, US, sriramanb@mso.umt.edu

Journal Volume 23

Journal Issue 2

Journal Pages 205-222

DOI 10.1016/j.jmathb.2004.03.005

Publisher Netherlands: Elsevier Science

Language English

Publication Year 2004

Publication Type Journal; Peer Reviewed Journal; Original Journal Article

Format Availability Electronic; Print

Format Covered Print

Methodology Empirical Study; Qualitative Study

Population Human; Female

Age Adolescence (13-17 yrs)

Peer Reviewed Yes

Identifiers reflective abstraction; unframes; generalizations; high school students; theorems

Classification 3550 Academic Learning & Achievement

Number of References 19 reference(s) present, 19 reference(s) displayed

Update 20050411

Accession Number 2004-15884-005

[View Record](#) | [References](#) | [Cited by 2](#) | [Full-Text Linking](#) | [Link to Article](#)

5. **Database** PsycINFO
- Title** [Gifted Ninth Graders' Notions of Proof: Investigating Parallels in Approaches of Mathematically Gifted Students and Professional Mathematicians](#)
- Author** [Sriraman, Bharath¹](#)
- Affiliation** (1)University of Montana, Missoula, MT, US
- Source** Journal for the Education of the Gifted. Vol 27(4), Sum 2004, pp. 267-292
- ISSN** 0162-3532
- Descriptors** [*Geometry](#); [*Gifted](#); [*High School Students](#); [*Mathematicians](#); [*Mathematics Education](#)
- Abstract** High school students normally encounter the study and use of formal proof in the context of Euclidean geometry. Professional mathematicians typically use an informal trial-and-error approach to a problem, guided by intuition, to arrive at the truth of an idea. Formal proof is pursued only after mathematicians are intuitively convinced about the truth of an idea. Is the use of intuition to arrive at the plausibility of a mathematical truth unique to the professional mathematician? How do mathematically gifted students form the truth of an idea? In this study, 4 mathematically gifted freshmen with no prior exposure to proof nor high school geometry were given the task of establishing the truth or falsity of a nonroutine geometry problem, sometimes referred to as "circumscribing a triangle" problem. This problem asks whether it is true that for every triangle there is a circle that passes through each of the vertices. This paper describes and interprets the processes used by the mathematically gifted students to establish truth and compares these processes to those used by professional mathematicians. All 4 students were able to think flexibly, as evidenced in their ability to reverse the direction of a mental process and arrive at the correct conclusion. This paper further validates the use of Krutetskiian constructs of flexibility and reversibility of mental processes in gifted education as characteristics of the mathematically gifted student. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)
- Email Address** sriramanb@mso.umt.edu
- Contact Individual** Sriraman, Bharath, Department of Mathematical Sciences, University of Montana, Missoula, MT, US, sriramanb@mso.umt.edu
- Journal Volume** 27
- Journal Issue** 4
- Journal Pages** 267-292
- Publisher** US: Prufrock Press
- Language** English
- Publication Year** 2004
- Publication Type** Journal; Peer Reviewed Journal; Original Journal Article
- Format Availability** Print

Format Covered Print

Methodology Empirical Study; Qualitative Study

Population Human; Male; Female

Age Adolescence (13-17 yrs)

Peer Reviewed Yes

Identifiers professional mathematicians; mathematically gifted students; formal proof; Euclidean geometry; high school students; trial-error approach; Stanford Achievement Test

Test and Measures Stanford Achievement Test

Classification 3575 Gifted & Talented

Number of References 60 reference(s) present, 60 reference(s) displayed

Update 20050314

Accession Number 2005-01549-002

[View Record](#) | [References](#) | [Cited by 1](#) | [Link to Article](#)

6. **Database** PsycINFO
- Title** [Demystifying the Mathematicians Craft: Chasing the Elusive or a Researchable Commodity?](#)
- Author** [Sriraman, Bharath](#)¹
- Affiliation** (1)University of Montana, Missoula, MT, US
- Source** Mathematical Thinking and Learning. Vol 7(2), 2005, pp. 171-180
- ISSN** 1098-6065
- Electronic ISSN** 1532-7833
- Descriptors** [*Creativity](#); [*Educational Personnel](#); [*Experiences \(Events\)](#); [*Mathematicians](#); [*Mathematics](#); [Learning](#)
- Abstract** Reviews the book "Mathematicians as Enquirers: Learning About Learning Mathematics" by Leone Burton (2004). Burton embarks on empirically showing that there exists a dichotomy between research practices and pedagogical practices among mathematicians. One major contribution of this book for mathematics education is setting up a sound research base for transmitting these findings to mathematicians. The ultimate hope of course is that mathematicians will begin to convey the creative and exciting side of their craft to the students in their classroom. Another objective of the book is to examine the idea that the practice of mathematics is a sociocultural phenomenon, very different from the Platonist conception of an objective and "pure" discipline. The third objective of the book is to examine the differences in the professional experiences of mathematicians (men and women) within the community of mathematicians. Overall, reading the book is very much like the analogy of dissecting a Jack fruit. As one progresses into the book, the complexities of studying how mathematicians learn (create) mathematics come more into focus as indicated by the intricacies in the exploding subcategories in Burton's model. Just like the Jack fruit dissector patiently and slowly extracts the individual kernels, the individual case studies allow the reader to become familiarized with the human dimension of what it means to be a mathematician and the complexities of creating new mathematics. The book increases our understanding of what it means to be a practicing mathematician, including their beliefs and struggles within the community of mathematicians. (PsycINFO Database Record (c) 2006 APA, all rights reserved)
- Email Address** sriramanb@mso.umt.edu
- Contact Individual** Sriraman, Bharath, Dept. of Mathematical Sciences, University of Montana, Missoula, MT, US, sriramanb@mso.umt.edu
- Journal Volume** 7
- Journal Issue** 2
- Journal Pages** 171-180
- DOI** 10.1207/s15327833mtl0702_4
- Publisher** US: Lawrence Erlbaum
- Reviewed Work** Author(s): Leone Burton. Title: Mathematicians as Enquirers: Learning About Learning Mathematics. Year: 2004. Other Info: Kluwer Academic Publishers, Dodrecht. ISBN 1-4020-7859-5.xiv + 246 pp.
- Language** English
- Publication Year** 2005
- Publication Type** Journal; Peer Reviewed Journal; Review
- Format Availability** Electronic; Print
- Format Covered** Electronic
- Population** Human; Male; Female
- Age** Adulthood (18 yrs & older)
- Peer Reviewed** Yes
- Identifiers** research practices; mathematics education; mathematicians; practice; sociocultural phenomenon; professional experiences; learning; creation
- Classification** 3510 Educational Administration & Personnel; 2340 Cognitive Processes
- Number of References** 26 reference(s) present, 26 reference(s) displayed
- Update** 20050516
- Accession Number** 2005-04544-004

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7. **Database** PsycINFO
- Title** [Letter To The Editor](#)
- Author** [Sriraman, Bharath](#)¹
- Affiliation** (1)Dept. of Mathematical Sciences, University of Montana, Missoula, MT, US
- Source** Mathematical Thinking and Learning. Vol 7(4), 2005, pp. 345-348
- ISSN** 1098-6065

Electronic ISSN 1532-7833

Descriptors [*Experiences \(Events\)](#); [*History](#); [*Mathematics Education](#); [*Problem Solving](#); [College Students](#)

Abstract Comments on an article by M. K. McGinn and N. D. Boote (see record 2003-01160-003). In this letter I highlight the implications of this article for those teaching a history of mathematics course. Further, I argue that by "marrying" the history of mathematics with problem solving, this article fills a niche and opens up a new research direction for math educators interested in problem solving. The authors claim that requiring students to only use period-specific tools conveys a sense of historical authenticity to the problem-solving experience. One can easily imagine that such an instructional strategy can temporarily transport the student into the shoes of the ancient mathematician, and re-create the struggle from the ancient's perspective. The author's article fills a niche in the sense that the interaction between the authors and their first person perspective gives us a better insight into the changing nature of planning during problem solving. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

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Journal Volume 7

Journal Issue 4

Journal Pages 345-348

DOI 10.1207/s15327833mtl0704_4

Publisher US: Lawrence Erlbaum

Language English

Publication Year 2005

Publication Type Journal; Peer Reviewed Journal; Comment/Reply; Letter; Original Journal Article

Format Availability Electronic; Print

Format Covered Electronic

Population Human

Peer Reviewed Yes

Identifiers problem solving; mathematics education; experiences; college students

Classification 3550 Academic Learning & Achievement

Number of References 2 reference(s) present, 2 reference(s) displayed

Update 20060103

Accession Number 2005-11589-004

[View Record](#) | [References](#) | [Link to Article](#)

8. Database PsycINFO

Title [The Use of Fiction as a Didactic Tool to Examine Existential Problems](#)

Author [Sriraman, Bharath](#)¹; [Adrian, Harry](#)²

Affiliation (1)The University of Montana, MT, US; (2)Ottawa Township High School, IL, US

Source Journal of Secondary Gifted Education. Vol 15(3), Spr 2004, pp. 96-106

ISSN 1077-4610

Descriptors [*Existentialism](#); [*Gifted](#); [*Literature](#); [*Teaching Methods](#); [*Thinking](#); [Ethics](#); [High School Education](#); [High School Students](#); [Moral Development](#)

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. In this paper, we describe 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. We also discuss the implications of using fiction as a didactic tool to examine existential problems in the high school classroom. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)

Journal Volume 15

Journal Issue 3

Journal Pages 96-106

Publisher US: Prufrock Press

Language English

Publication Year 2004

Publication Type Journal; Peer Reviewed Journal; Original Journal Article

Format Availability Print

Format Covered Print

Population Human; Male; Female

Age Adolescence (13-17 yrs); Adulthood (18 yrs & older)

Location US

Peer Reviewed Yes

Identifiers fiction; didactic tool; existential problems; morals; ethics; societal norms; critical thinking; gifted high school students

Classification 3575 Gifted & Talented

Number of References 37 reference(s) present, 37 reference(s) displayed

Update 20041122

Accession Number 2004-20391-003

[View Record](#) | [References](#) | [Link to Article](#)

- 9. Database** PsycINFO
 - Title** [Mathematical Giftedness, Problem Solving, and the Ability to Formulate Generalizations: The Problem-Solving Experiences of Four Gifted Students](#)
 - Author** [Sriraman, Bharath](#)¹
 - Affiliation** (1)University of Montana, Missoula, MT, US
 - Source** Journal of Secondary Gifted Education. Vol 14(3), Spr 2003, pp. 151-165
 - ISSN** 1077-4610
 - Descriptors** [*Abstraction](#); [*Concept Formation](#); [*Gifted](#); [*Mathematical Ability](#); [*Problem Solving](#); [High School Students](#)
 - Abstract** Complex mathematical tasks such as problem solving are an ideal way to provide students opportunities to develop higher order mathematical processes such as representation, abstraction, and generalization. In this study, 9 freshmen in a ninth-grade accelerated algebra class were asked to solve five nonroutine combinatorial problems in their journals. The problems were assigned over the course of 3 months at increasing levels of complexity. The generality that characterized the solutions of the 5 problems was the pigeonhole (Dirichlet) principle. The 4 mathematically gifted students were successful in discovering and verbalizing the generality that characterized the solutions of the 5 problems, whereas the 5 nongifted students were unable to discover the hidden generality. This validates the hypothesis that there exists a relationship between mathematical giftedness, problem-solving ability, and the ability to generalize. This paper describes the problem-solving experiences of the mathematically gifted students and how they formulated abstractions and generalizations, with implications for acceleration and the need for differentiation in the secondary mathematics classroom. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)
 - Journal Volume** 14
 - Journal Issue** 3
 - Journal Pages** 151-165
 - Publisher** US: Prufrock Press
 - Language** English
 - Publication Year** 2003
 - Publication Type** Journal; Peer Reviewed Journal; Original Journal Article
 - Format Availability** Print
 - Format Covered** Print
 - Methodology** Empirical Study; Qualitative Study
 - Population** Human; Male; Female
 - Age** Childhood (birth-12 yrs); Adolescence (13-17 yrs)
 - Peer Reviewed** Yes
 - Identifiers** mathematical giftedness; problem solving experiences; gifted students; accelerated algebra; generalizations; abstractions; Otis-Lennon School Ability Test, Seventh Edition; Stanford Achievement Test
 - Test and Measures** Otis-Lennon School Ability Test, Seventh Edition; Stanford Achievement Test
 - Classification** 3575 Gifted & Talented
 - Number of References** 29 reference(s) present, 29 reference(s) displayed
 - Update** 20040120
 - Accession Number** 2003-01917-002

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