Publications

Earlier publications in the context of the PhD address how to support individual interest. Other publications are published in teacher education journals, these are about practical teaching.

2004

1. Bikner-Ahsbahs, A. (2004). Interest-dense Situations and their Mathematical Valences. (Topic Study Group 24 (Students' motivations and attitudes towards mathematics and its study) of the International Congress for Mathematics Education (www.cme-10.dk, programme, TGS24). Copenhagen: 2004, (peer reviewed).
2. Bikner-Ahsbahs, A. (2004). Towards the emergence of constructing mathematical meanings. In: Marit Johnsen Høines & Anne Berit Fuglesand: proceedings of the 28th conference of the International Group for the Psychology of Mathematics Education, vol. 2, 119-127. (peer-reviewed)

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3. Bikner-Ahsbahs, A. (2005). Mathematikinteresse zwischen Subjekt und Situation. Empirisch begründete Konstruktion einer Theorie interessendichter Situationen. [Interest in Mathematics between Subject and Situation. Building bricks for an interest theory in Mathematics Education.] Habilitation at Flensburg University, 2004. Hildesheim: div Verlag Franzbecker.
4. Bikner-Ahsbahs, A. (2005). Crossing the Border – Integrating different paradigms and perspectives. In Marianna Bosch (Ed.): Contribution to the working group 11 (Different theoretical Perspectives and Approaches in Mathematics Education) of CERME 4 (Fourth Congress of the European Society for Research in Mathematics Education) at Sant Feliu de Guixols (Spain), (CD), (peer reviewed)

2006

5. Bikner-Ahsbahs, A. & Susanne Prediger (2006). Diversity of Theories in Mathematics Education – How can we deal with it? Zentralblatt der Didaktik der Mathematik (ZDM), vol. 38, 52-57. (invited and peer-reviewed)
6. Bikner-Ahsbahs, A. (2006). Semiotic sequence analysis – Constructing epistemic types. In Jarmila Novotná, Hana Moraovsá, Magdalena Krátká, Nad'a Stehliková (Eds.): Mathematics in the centre. Proceedings of the 30th Conference of the International group for the Psychology of Mathematics Education, vol. 2, (pp. 161-168) Prague (Czech Republic): Charles University, Faculty of Education. (peer-reviewed)

2007

7. Bikner-Ahsbahs, A. (2007) "Sensitizing concepts" as heuristics to compare and connect different theories. Contribution to the symposium: Networking a variety of theories within a scientific domain - The case of mathematics education, EARLI (European Association for Research on Learning and Instruction) August 2007. (peer reviewed)
8. Bikner-Ahsbahs, A. & Peter-Koop, A. (2007) (Eds.) Mathematische Bildung - Mathematische Leistung. [Mathematical education – mathematical achievement.] Festschrift for Michael Neubrand to his 60th birthday. Hildesheim, Berlin: Franzbecker Verlag.

9. Bikner-Ahsbahs, A. (2007). Ein Vergleich von Handlungsmodellen zur Entstehung mathematischen Wissens in Lehr-Lern-Situationen. [Comparison of action models for the creation of mathematical knowledge in teaching and learning situations.] In Angelika Bikner-Ahsbahs & Andrea Peter-Koop (Eds.), Mathematische Bildung - Mathematische Leistung, Festschrift for Michael Neubrand to his 60th birthday, (pp. 251-270). Hildesheim, Berlin: Franzbecker Verlag.
10. Kidron,I., Lenfant,A., Artigues, M., Bikner-Ahsbahs, A. & Dreyfus, T. (2008). Social interaction in learning processes as seen by means of three theoretical frameworks. In D. Pitta-Pantazi & G. Phillipou (Eds.), *Proceedings of the 5th Congress of the European Society for Research in Mathematics Educatio*n *(CERME 5)* (pp. 1708–1724). Cyprus: ERME. (peer-reviewed)

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11. Kidron,I., Lenfant,A., Artigues, M., Bikner-Ahsbahs, A. & Dreyfus, T. (2008). Social interaction in learning processes as seen by means of three theoretical frameworks. ZDM-International Journal on Mathematics Education, 39(2), 247-267. (invited and peer-reviewed)
12. Bikner-Ahsbahs, A. (2008). Erkenntnisprozesse – Rekonstruktion ihrer Struktur durch Idealtypenbildung. [Epistemic processes – reconstructing the structure through building ideal types] In Helga Jungwirth, Götz Krummheuer (Eds.), Der Blick nach innen: Aspekte der täglichen Lebenswelt Mathematikunterricht. (pp. 105-144) [The view inside: aspects of everyday life called mathematics classroom.] Münster: Waxmann, (invited).
13. Prediger, S., Bikner-Ahsbahs, A. & Arzarello, F. (2008). Networking strategies and methods for connecting theoretical approaches: first steps towards a conceptual framework. ZDM-International Journal on Mathematics Education, 40(2), 165-178. (peer-reviewed)
14. Bikner-Ahsbahs, A. (2008) Wie konstruieren Lernende mathematisches Wissen? [How do students construct mathematical knowledge?] Beiträge zum Mathematikunterricht, Hildesheim, Berlin: Franzbecker Verlag (CD).

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15. Bikner-Ahsbahs, A. (2009). Interessenlage und Erkenntniszugang. [Interest sphere and epistemic approach] Beiträge zum Mathematikunterricht 2009, **Vorträg**e zur Tagung der Gesellschaft für Didaktik der Mathematik (GDM) in Oldenburg. Hildesheim, Berlin: div Franzbecker. CD.
16. Bikner-Ahsbahs, A. & Williams, G. (2009). Comparing and contrasting methodologies: a commentary. In Baruch Schwarz, Rina Hershkowitz and Tommy Dreyfus (Eds.), Transformation of Knowledge in Classroom Interaction, (pp. 261-270). London, New York: Routledge. (invited)
17. Schäfer, I. & Bikner-Ahsbahs, A. (2009). „Schwache“ Schüler motivationsorientiert fördern. [Fostering low-achieving students in a motivational way]. In Siegbert Schmidt (Ed.), Fördernder Mathematikunterricht in der Sekundarstufe I – Rechenschwierigkeiten erkennen und überwinden, (pp. 201-212). Weinheim, Basel: Beltz Verlag. (invited)

18. Arzarello, F., Bikner-Ahsbahs, A. & Sabena, C. (2009). Complementary networking: enriching understanding. In V. Durand-Guerrier, S. Soury-Lavergne, and S. Lecluse (Eds.), *Proceedings of CERME 6*. Lyon, France. Retrieved August 23, 2010 from http://www.inrp.fr/publications/edition-electronique/cerme6/plenary-01-bikner.pdf, published as a CD. (peer-reviewed)
19. Bikner-Ahsbahs, A. (2009). Networking of theories – why and how? Special plenary lecture. In V. Durand-Guerrier, S. Soury-Lavergne, and S. Lecluse (Eds.), *Proceedings of CERME 6*. Lyon, France. Retrieved August 23, 2010 from http://www.inrp.fr/publications/edition-electronique/cerme6/plenary-01-bikner.pdf , published as a CD. (peer -reviewed)
20. Bikner-Ahsbahs, A. & Schäfer, I. (2009). Object Relations and epistemic actions of low-achieving students. In Marianna Tzekaki, Maria Kaldrimidrou, Haralambos Sakonidis (Eds.), In Search for Theories in Mathematics Education, Proceedings of the 33th Conference of the International Group for the Psychology of Mathematics Education, Vol. 1 (p. 337). Thessaloniki-Greece: Moucos-Communication in Print. (peer-reviewed)
21. Cramer, J. & Bikner-Ahsbahs, A. (2009). Mathematical interest spheres and their epistemic function. In Marianna Tzekaki, Maria Kaldrimidrou, Haralambos Sakonidis (Eds.), In Search for Theories in Mathematics Education, Proceedings of the 33th Conference of the International Group for the Psychology of Mathematics Education, Vol. 2 (353-361). Thessaloniki-Greece: Moucos-Communication in Print.(peer-reviewed)

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22. Bikner-Ahsbahs, A., & Prediger, S. (2010). Networking of Theories—An Approach for Exploiting the Diversity of Theoretical Approaches; with a preface by T. Dreyfus and a commentary by F. Arzarello. In B. Sriraman & L. English (Eds.), Theories of mathematics education: seeking new frontiers (pp. 479-512). New York: Springer, Advances in Mathematics Education series, Vol. 1. (peer reviewed)
23. Bikner-Ahsbahs, A., Dreyfus, T., & Kidron, I. (2010). "General Epistemic Need" – ein Motor für Erkenntnisentwicklung? [General epistemic need - an engine for construction of knowledge?]. In Beiträge zum Mathematikunterricht. Vortrag auf der Jahrestagung der Gesellschaft für Didaktik der Mathematik (GDM) 2010 in München. Retrieved: 2.5.2012 from: http://www.mathematik.tu-dortmund.de/ieem/cms/media/BzMU/BzMU2010/BzMU.10_BIKNER-AHSBAHS_Angelika_Erkenntnisentwicklung.pdf
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25. Kidron, I., Bikner-Ahsbahs, A. Cramer, J., Dreyfus, T., & Gilboa, N. (2010). Construction of knowledge: need and interest. In Pinto, M. M. F. & Kawasaki, T. F. (Eds.), Proceedings of the 34th Conference of the International Group for the Psychology of Mathematics Education (Vol. 3, pp. 169-176). Belo Horizonte, Brazil: PME. (peer-reviewed)

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29. Bikner-Ahsbahs, A. (2012). Modellieren als epistemischer Prozess [Modelling as an epistemic process] In: Blum, Werner; Borromeo Ferri, Rita; Maas, Katja (Eds.) *Mathematikunterricht im Kontext von Realität, Kultur und Lehrerprofessionalität.* (S. 106-115). Springer Teubner Vieweg. *(peer-reviewed)*
30. Krause, Ch. & Bikner-Ahsbahs, A. (2012). Modes of sign use in epistemic processes, In Tai-Yih Tso, Proceedings of the 36th Conference of the International Group of the Psychology of Mathematics Education: Opportunities to learn in Mathematics Education, vol. 3 (pp. 19-27), Taipei, Taiwan. *(peer-reviewed)*
31. Bikner-Ahsbahs, A., Cramer, A. & Janßen, Th. (2012). Three quality components of epistemic processes. In Tai-Yih Tso, Proceedings of the 36th Conference of the International Group of the Psychology of Mathematics Education: Opportunities to learn in Mathematics Education, Vol. 4, (pp. 248). Taipei, Taiwan.
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33. Bikner-Ahsbahs, A. & Schäfer, I. (2013). Ein Aufgabenkonzept für die Anfängervorlesung im Lehramt Mathematik. In Ch. Ableitinger, J. Kramer, & S. Prediger (Hrsg.), *Zur doppelten Diskontinuität in der Gymnasiallehrerbildung*. (S. 57-76). Wiesbaden: Springer *(peer-reviewed)*
34. Bikner-Ahsbahs, A. (2013a). Wenn situationale Bedingungen die Entwicklung des Dezimalbruchkonzepts stören. In Beiträge zum Mathematikunterricht 2013, Vorträge auf der Jahrestagung der Gesellschaft für Didaktik der Mathematik. Zugriff unter: http://www.mathematik.uni-dortmund.de/ieem/bzmu2013/Einzelvortraege/BzMU13-Bikner-Ahsbahs.pdf, retrieved am 16.7.2013.
35. Bikner-Ahsbahs, A. (2013b). Situational fixations in the use of decimal fractions. In Aiso Heinze (ed.), Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education vol. 4 (p. 23). Kiel: IPN, Germany.
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37. Haspekian, M., Bikner-Ahsbahs, A., & Artigue, M. (2013). When the fiction of learning is kept: A case of networking two theoretical views. In Aiso Heinze (ed.), Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education, vol.3 (pp. 9-16). Kiel: IPN, Germany. *(peer-reviewed)*
38. Janßen, Th. & Bikner-Ahsbahs, A. (2013). Networking theories in a design study on the development of algebraic structure sense. CERME 8, Antalya, Turkey (in press).
39. Bikner-Ahsbahs, A. (2013a). Einblick in ein "Eintypsekundarstufenlehramt". GDM-Mitteilungen 95, 38-45.

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40. Bardy, T. & Bikner-Ahsbahs, A: (2014). „Was muss ich wissen?" – Zur Herstellung von Geltung mathematischen Wissens im Mathematikunterricht. In J. Roth & J. Ames (Eds). Beiträge zum Mathematikunterricht 2014, (S. 125-129). Münster: WTEM Verlag.
41. Behrens, D. Krause, C. & Bikner-Ahsbahs, A. (2014) „Ich zeig' uns was, was du nicht siehst" – Zur epistemischen Rolle von Gesten. In J. Roth & J. Ames (Eds). Beiträge zum Mathematikunterricht (S. 149-152). Münster: WTEM Verlag.

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43. Bikner-Ahsbahs, A. & Halverscheid, St. (2014). Introduction of the theory of interest-dense situations. In A. Bikner-Ahsbahs & S. Prediger (Hrsg.). Networking of Theories as a Research Practice in Mathematics Education. Book published in the series Advances in Mathematics Education (pp. 88-102). New York: Springer.
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45. Bikner-Ahsbahs, A. & Prediger, S., Networking Theories Group (2014). Networking of Theories as a Research Practice in Mathematics Education (Hrsg). Book published in the series Advances in Mathematics Education. New York: Springer.
46. Bikner-Ahsbahs, A. (2014). Theorie und Praxis interessendichter Situationen. In J. Roth & J. Ames (Eds). Beiträge zum Mathematikunterricht 2014, (S. 189-192). Münster: WTEM Verlag.
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51. Doff, Sabine, Bikner-Ahsbahs, Angelika, Grünewald, Andreas, Komoss, Regine, Peters, Maria. Lehmann-Wermser, Andreas. Roviró, Barbara (2014):"Change and continuity in subject-specific educational contexts": Research report of an interdisciplinary project group at the University of Bremen. Zeitschrift für Fremdsprachenforschung 25(1), 73-88. *(peer-reviewed)*
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61. Bikner-Ahsbahs, A. (2015). Design-Based Research: Ein Ansatz zum Forschenden Lernen in der Lehrerbildung und eine Quelle für Lehrentwicklung. In Heidi Schelhowe, Melanie Schaumburg und Judith Jasper (Hrsg.), *Teaching is touching the Future: Academic Teaching within and across Disciplines, Tagungsband* (S. 161-163). Bielefeld: UniversitätsVerlag Webler.
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