Alon Pinto – List of Publications

August 2021

I. Articles in refereed journals

[1] **Pinto, A.** (2016). A Splitting Theorem for Spaces of Busemann Non-Positive Curvature. *Groups, Geometry, and Dynamics, 11*(1), 1-27. DOI: 10.4171/GGD/385`

[2] **Pinto, A.**, & Cooper, J. (2017). In the Pursuit of Relevance – Mathematicians Designing Tasks for Elementary School Teachers. *International Journal of Research in Undergraduate Mathematics Education, 3*(2), 311-337. DOI: https://doi.org/10.1007/s40753-016-0040-3

[3] Cooper, J., & **Pinto, A.** (2017). Mathematical and pedagogical perspectives on warranting: approximating the root of 18. *For the Learning of Mathematics, 37*(2), 8-13. https://www.jstor.org/stable/26548450

[4] **Pinto, A.**, & Karsenty, R. (2018). From course design to presentations of proofs: How mathematics professors attend to student independent proof reading. *Journal of Mathematics Behavior, 49*, 129-144. DOI: 10.1016/j.jmathb.2017.11.008.

[5] Koichu, B., & **Pinto, A.** (2018). Developing education research competencies in mathematics teachers through TRAIL: Teacher-Research Alliance for Investigating Learning. *Canadian Journal of Science, Mathematics and Technology*. DOI: 10.1007/s42330-018-0006-3.

[6] **Pinto A.** (2018). Variability in the formal and informal content instructors convey in lectures. *The Journal of Mathematical Behavior, 54*. DOI: 10.1016/j.jmathb.2018.11.001.

[7] **Pinto, A.**, & Karsenty, R. (2020). Norms of Proof in Different Pedagogical Contexts. *For the Learning of Mathematics*, *40*(1), 22-27. https://flm-journal.org/Articles/257D519C4F4A27D14557735A92FAC6.pdf

[8] **Pinto, A.**, & Koichu, B. (2021). Implementation of mathematics education research as crossing the boundary between disciplined inquiry and teacher inquiry. *ZDM–Mathematics Education*, 1-12. DOI: https://doi.org/10.1007/s11858-021-01286-7

[9] Biza, I., González-Martín, A. S., **Pinto, A.** (accepted pending minor revisions). 'Scaffolding' or 'filtering': A review of studies on the diverse role of calculus courses in the preparation of students, professionals and teachers. *International Journal of Research in Undergraduate Mathematics Education.*

II. Articles submitted to refereed journals

[10] **Pinto, A.**, & Cooper J. "This cannot be" – Refutation feedback and its potential affordances for proof comprehension. Submitted to the *Educational Studies in Mathematics.* Under review following major revisions

[11] **Pinto, A.**, & Cooper J. The road not taken - A methodology for investigating affordances of infinitesimal calculus for teaching secondary mathematics. Submitted to *International Journal of Research in Undergraduate Mathematics Education.* Major revisions requested.

III. Articles in refereed international conference proceedings

[12] **Pinto, A.** (2017). Math teaching as jazz improvisation: Exploring the 'highly principled but not determinate' instructional moves of an expert instructor. In T. Dooley & G. Gueudet (Eds.), *Proceedings of the 10th Congress of the European Society for Research in Mathematics Education* (CERME10) (pp. 2217-2224). Dublin, Ireland.

[13] Cooper, J., & **Pinto, A.** (2018). Jourdain and Dienes effects revisited – playing tic tac toe or learning non-Euclidean geometry? In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.) *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 307-314). Umeå, Sweden.

[14] **Pinto, A.**, & Cooper J. (2018). Diversity in curriculum committees: Challenges and opportunities for cross-community collaboration. In *Proceedings of the International Commission on Mathematics Instruction (ICMI) Study 24th Conference* (pp. 547-554). Tsukuba, Japan**.**

[15] Koichu, B., **& Pinto, A**. (2019). Implementation through participation: Theoretical considerations and an illustrative case. *Proceedings of the 11th Congress of the European Society for Research in Mathematics Education*. Utrecht, the Netherlands. Available at https://hal.archives-ouvertes.fr/hal-02429776/document.

[16] **Pinto A.** (2019) Towards transition-oriented pedagogies in university calculus courses. *Calculus in Upper Secondary and Beginning University Mathematics* (pp. 116-119). Kristiansand, Norway.

[17] **Pinto, A.**, Levi-Gamlieli, H., & Koichu B. (accepted). The secondary-tertiary transition: An international perspective on where we are and how to move forward. *The 14th International Congress on Mathematical Education*. Shanghai, China.

[18] Cooper, J., Levi-Gamlieli, H., Koichu, B., Karsenty, R., **Pinto, A.** (accepted). Instructional innovation in mathematics courses for engineering programs – A case study. In *Proceedings of the 44th Conference of the International Group for the Psychology of Mathematics Education (Interim proceedings).* Khon Kaen, Thailand.

IV. Invited editorials

[19] González-Martín, A. S., Biza, I., Cooper, J., Ghedamsi, I., Hausberger, T., **Pinto, A**., Vandebrouck, F., & Viirman, O. (2017). Introduction to the papers of TWG14: University mathematics education. In *Proceedings of the 10th Congress of the European Society for Research in Mathematics Education* (pp. 2073-2080). Dublin, Ireland.