

List of Publications – Alon Pinto

December 2022

Articles in refereed journals

- [1] **Pinto, A.** (2017). A Splitting Theorem for Spaces of Busemann Non-Positive Curvature. *Groups, Geometry, and Dynamics*, 11(1), 1-27. DOI: [10.4171/GGD/385](https://doi.org/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](https://doi.org/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](https://doi.org/10.1007/s42330-018-0006-3)
- [6] **Pinto A.** (2019). 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](https://doi.org/10.1016/j.jmathb.2018.11.001)
- [7] **Pinto, A., & Karsenty, R.** (2019). 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] **Pinto, A., & Cooper J.** (2022). The road not taken—Investigating affordances of infinitesimal calculus for enriching the repertoire of secondary mathematics teachers. *International Journal of Research in Undergraduate Mathematics Education*, 8, 318-338. <https://doi.org/10.1007/s40753-021-00161-w>
- [10] Biza, I., González-Martín, A. S., **Pinto, A.** (2022). ‘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*, 8, 389-418. <https://doi.org/10.1007/s40753-022-00180-1>

- [11] **Pinto, A., & Cooper J.** (2022). “This cannot be” – Refutation feedback and its potential affordances for proof comprehension. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-022-10190-0>
- [12] **Pinto, A., & Koichu, B.** (2022). Diverse views of university mathematics teachers on improving the secondary-tertiary transition. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-022-10196-8>

Articles submitted to refereed journals

- [13] **Pinto, A., & Cooper J.** “But this is not Mathematics!” – The innate challenges in connecting the study of tertiary probability and the teaching of secondary probability.

Articles in refereed international conference proceedings

- [14] **Pinto A.** (2014). Variability in University Mathematics Teaching: A Tale of Two Instructors. In Ubuz, C. Haser, M.A. Mariotti (Eds.), *Proceedings of the Eighth Congress of the European Society for Research in Mathematics Education (CERME 8)* (pp. 2416–2425). Antalya, Turkey.
- [15] **Pinto, A.** (2015a). Exploring practices and beliefs that shape the teaching of mathematical ways of thinking and doing at university. In T. Fukawa-Connelly, N.M. Engelke Infante, K. Keene, M. Zandieh (Eds.), *Proceedings of the 18th Conference on Research in Undergraduate Mathematics Education* (pp. 881–888). Pittsburgh, USA.
- [16] **Pinto, A.** (2015b). Why different mathematics instructors teach students different lessons about mathematics in lectures. In Göller, R., Biehler, R., Hochmuth, R., Rück, H.G. (Eds.), *Didactics of Mathematics in Higher Education as a Scientific Discipline – Conference Proceedings* (pp. 236-240). Kassel, Germany.
- [17] **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.
- [18] 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.
- [19] **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.
- [20] **Pinto, A., & Cooper, J.** (2019). Formative assessment of proof comprehension in undergraduate mathematics: Affordances of iterative lecturer feedback. In U. T. Jankvist, M. van den Heuvel-Panhuizen, & M. Veldhuis (Eds.), *Proceedings of the Eleventh Congress of the European Society for Research in Mathematics Education* (pp. 2630–2637). Freudenthal Group & Freudenthal Institute, Utrecht University and ERME.

- [21] 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>.
- [22] **Pinto A.** (2019) Towards transition-oriented pedagogies in university calculus courses. *Calculus in Upper Secondary and Beginning University Mathematics* (pp. 116-119). Kristiansand, Norway.
- [23] Cooper, J., Levi-Gamlieli, H., Koichu, B., Karsenty, R., **Pinto, A.** (2021). 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.
- [24] **Pinto, A.**, & Cooper J. (in press). Refutation feedback on student proofs beyond counter-examples. In *Proceedings of the Fourth conference of the International Network for Didactic Research in University Mathematics (INDRUM)*. Hannover, Germany.
- [25] Goor, M., **Pinto, A.**, Karsenty, R. (in press). Mathematicians and experienced teachers: crossing the boundary. In *Proceedings of the Fourth conference of the International Network for Didactic Research in University Mathematics (INDRUM)*. Hannover, Germany.

Chapters, invited editorials and newsletters

- [26] 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.
- [27] Koichu, B., & Pinto, A. (2019). The Secondary-Tertiary Transition in Mathematics. What are our current challenges and what can we do about them?. *European Mathematical Society Magazine*, 112, 34-35. <https://euro-math-soc.eu/sites/default/files/STT-survey-%2015-02-2019.pdf>
- [28] Biza, I., González-Martín, A. S., & **Pinto, A.** (2022). Calculus at the intersection of institutions, disciplines, and communities: A Special Issue Guest Editorial. *International Journal of Research in Undergraduate Mathematics Education*, 8, pp. 217–221. <https://doi.org/10.1007/s40753-022-00183-y>
- [29] **Pinto, A.**, & Cooper J. (in press). Boundary Crossing in Curriculum Reform. In Yoshinori Shimizu and Renuka Vithal (Eds.) *Mathematics Curriculum Reforms Around the World*. New ICMI Study Series.