

List of Publications – Alon Pinto

September 2019

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](https://doi.org/10.4171/GGD/385)
- [2] Pinto, A., & Cooper, J. (2016). 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.
- [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. (accepted) Norms of proof in different pedagogical contexts. *For the Learning of Mathematics*.

Refereed International Conference Proceedings

- [8] Pinto A. (2014). Variability in University Mathematics Teaching: A Tale of Two Instructors. In *Proceedings of the 8th Congress of the European Society for Research in Mathematics Education (CERME 8)* (pp. 2416–2425). Ankara: Middle East Technical University, Turkey.
- [9] Pinto, A. (2015). Exploring practices and beliefs that shape the teaching of mathematical ways of thinking and doing at university. In *Proceedings of the 18th Conference on Research in Undergraduate Mathematics Education* (pp. 881–888). Pittsburgh, PA, USA.
- [10] Pinto, A. (2015). Why different mathematics instructors teach students different lessons about mathematics in lectures. In Gölle, 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.
- [11] 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.
- [12] 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.

- [13] Pinto, A., & Cooper J. (accepted). Diversity in curriculum committees: Challenges and opportunities for cross-community collaboration. In *Proceedings of the International Commission on Mathematics Instruction (ICMI) Study 24th Conference*.
- [14] Pinto A., & Cooper J. (accepted). Formative assessment of proof comprehension in undergraduate mathematics: Affordances of iterative lecturer feedback. In *Proceedings of the 11th Congress of the European Society for Research in Mathematics Education*.
- [15] Koichu, B., & Pinto A. (accepted). Implementation through participation: Theoretical considerations and an illustrative case. In *Proceedings of 11th Congress of the European Society for Research in Mathematics Education*.
- [16] Pinto A. (2019) Towards transition-oriented pedagogies in university calculus courses. *Calculus in Upper Secondary and Beginning University Mathematics* (pp. 116-119). Kristiansand, Sweden.

Invited chapters

- [17] 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.

Invited Articles in Non-Refereed Professional Journals

- [18] Pinto A. (accepted). From answer getting to inquiry: Exploring the pedagogical affordances of comparing alternative solutions to a single problem. *Mathematics Teaching*.