# Table of contents

Preface........................................................................................................................................... 5

Michèle Artigue, Paris  
*Instrumentation Issues and the Integration of Computer Technologies into Secondary Mathematics Teaching*.......................................................................................................................... 7

Peter Bender, Paderborn  
*Two Cultures in the Educational System – and how Mathematics can Help Prospective (Primary School) Teachers to Overcome their Disparity*............................................................. 18

Angelika Bikner-Ahsbahs, Flensburg  
*Interest Density – A Concept for an Interactionist View of Interest in Maths Classes*........ 33

Elmar Cohors-Fresenborg, Osnabrück; Knut Schwippert, Hamburg; Eckhard Klieme, Frankfurt  
*The Osnabrueck Curriculum: Mathematics as a Tool for the Representation of Knowledge – An Evaluation Study on the Basis of TIMSS-Instruments*.......................................................... 44

Elmar Hengartner, Zofingen  
*Investigations into the Prior Knowledge and Cognitive Strategies of Children*............ 56

Hans-Wolfgang Henn, Dortmund  
*“Promoting Classroom Culture” – The BLK-Schoolprojekt in Baden-Wuerttemberg*.... 76

Wilfried Herget, Halle  
*“Pictorial Problems” – One Question, but Many Ways, and Many Different Answers*.... 64

Gustav Adolf Lörcher, Freiburg  
*The Development of Number Sense*......................................................................................... 88

Elisabeth Moser Opitz, Berne  
*Mathematical Knowledge of Children with Special Needs in their First Year of School* 99

Kristina Reiss, Asio Heinze, Oldenburg; Eckhard Klieme, Frankfurt  
*Argumentation, Proof and the Understanding of Proof*......................................................... 109

Kenneth Ruthven, Cambridge  
*Towards Synergy of Scholarly and Craft Knowledge*......................................................... 121

Christoph Selter, Heidelberg  
*How German Elementary Children Solved Addition and Subtraction Problems with Three-digit Numbers*......................................................................................................................... 129
Barbara Schmidt-Thieme, Karlsruhe
Sprich dazu! Linguistic Events in the Mathematics Classroom………………………… 141

Ralph Schwarzkopf, Dortmund
Argumentation Processes in Mathematics Classrooms - Social Regularities in
Argumentation Processes……………………………………………………………….. 151

Hans-Georg Weigand, Würzburg
New Ways of Communicating in Mathematics Teacher Education: Linking to the
Internet……………………………………………………………………………………… 164