

Noten bij het artikel van Peter Kop, Formules schetsen om symbol sense te bevorderen

- [1] Arcavi, A. (1994). Symbol sense: Informal sense-making in formal mathematics. *For the Learning of Mathematics*, 14(3), 24–35.
- [2] Drijvers, P., Goddijn, A., & Kindt, M. (2011). Algebra education: Exploring topics and themes. In P. Drijvers (Ed.), *Secondary algebra education. Revisiting topics and themes and exploring the unknown* (pp. 5–26). Rotterdam, Boston, Taipei: Sense Publishers.
- [3] Arcavi, A., Drijvers, P., & Stacey, K. (2017). *The teaching and learning of algebra: Ideas, insights and activities*. London / New York: Routledge.
- [4] Kop, P., Janssen, F., Drijvers, P., & van Driel, J. (2020a). Promoting insight into algebraic formulas through graphing by hand. *Mathematical Thinking and Learning*, 1–20.
<https://doi.org/10.1080/10986065.2020.1765078>
- [5] Kop, P., Janssen, F., Drijvers, P., & van Driel, J. (2020b). The relation between graphing formulas by hand and students' symbol sense. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-020-09970-3>
- [6] Kop, P., Janssen, F., Drijvers, P., Veenman, M., & Van Driel, J. (2015). Identifying a framework for graphing formulas from expert strategies. *The Journal of Mathematical Behavior*, 39, 121–134.
- [7] Kop, P., Janssen, F., Drijvers, P., & van Driel, J. (2017). Graphing formulas: Unraveling experts' recognition processes. *The Journal of Mathematical Behavior*, 45, 167–182.
- [8] Bredeweg, B., & Forbus, K. D. (2003). Qualitative modeling in education. *AI magazine*, 24(4), 35–35.
- [9] Kirschner, P.A., & Van Merriënboer, J.J.G. (2008). Ten steps to complex learning: A new approach to instruction and instructional design. In T. L. Good (Ed.), *21st Century Education: A Reference Handbook* (pp. 244–253). Thousand Oaks, CA: Sage.
- [10] Landa, L.N. (1983). Descriptive and prescriptive theories of learning and instruction: an analysis of their relationships and interactions. In C.M. Reigeluth (Ed.), *Instructional-design theories and models: An overview of their current status* (pp. 55–73). Hillsdale, NJ: Lawrence Erlbaum Associates.
- [11] Pierce, R., & Stacey, K. (2007). Developing algebraic insight. *Mathematics Teaching Incorporating Micro math*, 203, 12–16.
- [12] Swan, M. (2005). *Standards Unit-Improving learning in mathematics: challenges and strategies*. Nottingham, United Kingdom: University of Nottingham.
https://www.ncetm.org.uk/files/224/improving_learning_in_mathematicsi.pdf.
- [13] Burkhardt, H., & Swan, M. (2013). Task design for systemic improvement: principles and frameworks. In C. Margolinas (Ed.), *Task design in mathematics education: Proceedings of ICMI Study 22* (pp. 431–439). Oxford, United Kingdom: University of Oxford.