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Curriculum and Instruction

MATHEMATICAL THINKING: FROM CACOPHONY TO CONSENSUS (199 pp.)

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Various standards have demanded that teachers improve “mathematical thinking,” but definitions are vague – if present at all. What little research on the subject exists is disjointed and dissenting, leading some researchers to lament the possibility of ever coming to an agreement on how to define “mathematical thinking” as a viable construct. Rather than add one more voice into the cacophony of competing definitions, this dissertation seeks to discuss the results of a conceptual meta-analysis of the term’s use in an appropriately titled journal – *Mathematical Thinking and Learning*.