

Contents

Preface	vii
<i>Fernando Hitt, Derek Holton, and Patrick W. Thompson</i>	
Representing and Defining Irrational Numbers: Exposing the Missing Link	1
<i>Rina Zazkis and Natasa Sirotic</i>	
Students' Use of <i>Derive</i> Software in Comprehending and Making Sense of Definite Integral and Area Concepts	29
<i>Matías Camacho Machín, Ramón Depool Rivero, and Manuel Santos-Trigo</i>	
Mathematicians' Perspectives on the Teaching and Learning of Proof	63
<i>Lara Alcock</i>	
Referential and Syntactic Approaches to Proving: Case Studies from a Transition-to-Proof Course	93
<i>Lara Alcock and Keith Weber</i>	
Step by Step: Infinite Iterative Processes and Actual Infinity	115
<i>Anne Brown, Michael A. McDonald, and Kirk Weller</i>	
Teaching Assistants Learning How Students Think	143
<i>David T. Kung</i>	

An Examination of the Knowledge Base for Teaching Among Mathematics Faculty Teaching Calculus in Higher Education	171
<i>Kimberly S. Sofronas and Thomas C. DeFranco</i>	
Modeling Students' Conceptions: The Case of Function	207
<i>Nicolas Balacheff and Nathalie Gaudin</i>	
Strategies for Controlling the Work in Mathematics Textbooks for Introductory Calculus	235
<i>Vilma Mesa</i>	