

# **Angelika Bikner-Ahsbals (Prof. Dr.)**

Recent talks, workshops, seminars and publications

## **Content:**

- Invited talks, workshops and seminars
- Publications

## Invited talks, workshops, seminars & professional development (a collection)

- 2009 **Key note** in the special plenary of CERME 6: Networking of theories – why and how?
- 2009 University of Oldenburg: Vernetzung von Theorieansätzen: Analyse eines Erkenntnisprozesses zur Exponentialfunktion
- 2009 Universität Bielefeld: Mathematische Erkenntnisentwicklung im alltäglichen Mathematikunterricht fördern - aber wie?
- 2009 University of Hamburg: Vernetzt forschen- Theorie voranbringen
- 2010: University of Darmstadt: Mathematikinteresse fördern – geht das? Einblicke in die Theorie interessendichter Situationen
- 2011 **Key note** at the annual conference of the German Society of Mathematics Education: Epistemisch handeln können – aber wie?
- 2011: University of Kassel: Mit Interesse Mathematik lernen – ein utopisches Ziel?
- 2012: Freie Universität Berlin: Auf dem Weg zu einem 3Komponenten-Modell (3K-Modell) zur Wissenskonstruktion?
- 2013 MNU-Konferenz, Kiel: Zu mathematischen Erkenntnissen gelangen – aber wie?
- 2014 Universität Essen Duisburg: Zeig `mal, was du meinst! Die Rolle von Gesten bei der Konstruktion mathematischen Wissens
- 2015 **Key note** at the University of Tel Aviv: What we know and what we don't know about interest-dense situations (IDS)
- 2016 **Expert talk** at YESS08 (Summer School of ERME), in at Poděbrady (Czech Republic): Building a theory about interest-dense situations: a research journey
- 2017 **Key note** at the Turin University at International Seminar on semiotics: A coordinate system as a reference diagram for graphical representations\*
- 2018 University of Potsdam: Multimodal Algebra lernen - Einblicke in ein interdisziplinäres Technologieprojekt
- 2018 Universität of Braunschweig, Inklusion als Chance zur Neuausrichtung von Mathematikunterricht
- 2018 **Expert talk** at YESS09 (Summer School of ERME), in Montpellier, France: Emergent tasks: A story about how a theory-driven idea became a practical tool
- 2019 (Mai), talk at Turin University: The Networking of Theories: Past Experience and Future Tasks
- 2019 **Key note** at the ICTMT 14, University of Essen, Networking of Theories reconsidered
- 2019 MNU-Conference, Kiel: Algebra technologiegestützt lehren und lernen
- 2019 Agdar University, Norway (talk and workshop) Networking of Theories: Looking at the past, the current and possible future developments
- 2020 **Two expert talks** at YESS 10–online (Summer School of ERME):  
- Emergent tasks: A story about how a theory-driven idea became a practical tool  
- The role of theory in a research framework
- 2020 **Invited Workshop:** Workshop Prinzipien von Design-Based Research (DBR) erfahren, erlernen und erproben. Invited online workshop for the University of Rostock

- 2021 Three Workshops on Design-Based Research for in the Gradute Programme *Duale Promotion*, February, April und June 2021 (Bremen University)
- 2021 Workshop in the “Scuola Estiva di Dottorato in Didattica della Matematica organizzata dall' AIRDM, Associazione Italiana di Ricerca in Didattica della Matematica Online – 7-24 giugno 2021 on the topic: esearch in Design-based Research in mathematics education
- 2021 **Invited Expert talk** at YESS11 (Summer School of ERME) in August 2021: - Coherence and consistency: Sibling principles in the practice of research
- 2021 (February) **Invited talk**, online, at the Western Noway Univeristy of Applied Sciences, Bergen. Title: Emergent tasks: How to bridge an epistemological gap
- 2021 **Symposium at ECER 2021**, 06.-10. September 2021, Boundary Crossing, Tool Use and Rhythm During an Online Summer School, Authors: Angelika Bikner-Ahsbahs, Bremen University, Germany & Arthur Bakker, Utrecht University, the Netherlands. Talk: Rhythm Experiences in Learning and Development, authors: Angelika Bikner-Ahsbahs, Bremen University, Germany & Dorota Lembrér, Malmö University,
- 2022 Angelika Bikner-Ahsbahs (26.10.2022) Talk at Western Norway University of Applied Science, Bergen, Title: **Unpacking hidden views on formulas**
- 2022 Angelika Bikner-Ahsbahs (22.09.2022-23.09.2022). Talk at the University of Paderborn in the symposium *Knowledge by Design in Education: Getting to the Core of DBR Epistemology* (DBR-Network) titled: *The onto-ethical-epistemology of design research in education*
- 2022 Angelika Bikner-Ahsbahs (8.11.2022). **Invited Talk** related to AR-Design at the Symposiums „*Augmented Reality in Mathematics Education*“ at Ben Gurion Universität, Beersheva in the Negev, Israel. Title: **Some ideas on space in an AR-inquiry learning environment.**
- 2022 Angelika Bikner-Ahsbahs (9.11.2022). **Invited Talk** at Tel Aviv University about ethnographische Studies on Internet memes, *reverse engineering* about the creation of Internet Meme. Title: *The mathematical meme sphere – a space of epistemic culture.*
- 2022 Angelika Bikner-Ahsbahs (23.11.2022). **Invited Talk** for early career researchers at NCUM Pre-conference 2022: Young Researchers Day. Tile: **Coherence and consistency: Sibling principles in the practice of research and design.** (Link: (<https://matematikdidaktik.dk/aktuelt/ncum-inviterer-til-young-researchers-day-1>))
- 2022 Angelika Bikner-Ahsbahs (13.12.2022). **Invited talk** at Universität Köln. Title: *Formeln selektiv ,sehen‘: "Unpacking hidden views on formulas"*. <https://mathedidaktik.uni-koeln.de/kolloquium>.
- 2023 Angelika Bikner-Ahsbahs (01.05.2023) **Invited talk** in the pre-CERME meeting of TWG15, 16 of CEME13. Title: Networking of theories related to learning with technology.
- 2023 Angelika Bikner-Ahsbahs (18.12.2023, 19.12.23) Invited by the University of Milan to conduct seminars on “**interest dense situations**” and “**Networking of Theories**”
- 2023 Angelika Bikner-Ahsbahs & Marie Brehm, (25.11.2023) Talk about „**risk literacy – a hybrid concept for statistical education**” at the Western Norway University of Applied Sciences

- 2024 Angelika Bikner-Ahsbahs (23.05.2024). Key note at the *Bielefelder Frühjahrstagung 2024*, at the University of Bielefeld, titled: **Design-Based Research in der Dualen Promotion, Forschungsprogrammatisierung des strukturierten Programms der „Dualen Promotion in der Lehrerbildung: Wissenschaft macht Schule“ der Universität Bremen**
- 2024 Angelika Bikner-Ahsbahs (2.12.2024). Invited by the University of Essen/Duesburg to give a talk on “*Wie Lernende Formeln „sehen“, wenn Artefakte relevant werden*” [How learner view formula when artefacts come into play]
- 2024 Angelika Bikner-Ahsbahs (17.-19.06.), invitation as expert to the summer school of the AIRDM in Milan, Topic: *The research pentagon as a tool to structure research, reading and writing about research, design and your discussion about research.*

All in all, much more than 200 further talks were given as presenter or co-presenter during conferences, symposia, workshops, within the consortia of research projects, in lectures on the national as well as international level beyond teaching requirement at the university. Many of them resulted in contributions of proceedings listed in the publications.

## Publications

Earlier publications in the context of the PhD address how to support individual interest. Other publications are published in teacher education journals, these are about practical teaching.

### 2004

1. Bikner-Ahsbals, A. (2004). Interest-dense Situations and their Mathematical Valences. (Topic Study Group 24 (Students' motivations and attitudes towards mathematics and its study) of the International Congress for Mathematics Education ([www.cme-10.dk](http://www.cme-10.dk), programme, TGS24). Copenhagen: 2004, (peer reviewed).
2. Bikner-Ahsbals, A. (2004). Towards the emergence of constructing mathematical meanings. In: Marit Johnsen Høines & Anne Berit Fuglesand: proceedings of the 28th conference of the International Group for the Psychology of Mathematics Education, vol. 2, 119-127. (peer-reviewed)

### 2005

3. Bikner-Ahsbals, A. (2005). Mathematikinteresse zwischen Subjekt und Situation. Empirisch begründete Konstruktion einer Theorie interessendichter Situationen. [Interest in Mathematics between Subject and Situation. Building bricks for an interest theory in Mathematics Education.] Habilitation at Flensburg University, 2004. Hildesheim: div Verlag Franzbecker.
4. Bikner-Ahsbals, A. (2005). Crossing the Border – Integrating different paradigms and perspectives. In Marianna Bosch (Ed.): Contribution to the working group 11 (Different theoretical Perspectives and Approaches in Mathematics Education) of CERME 4 (Fourth Congress of the European Society for Research in Mathematics Education) at Sant Feliu de Guixols (Spain), (CD), (peer reviewed)

### 2006

5. Bikner-Ahsbals, A. & Susanne Prediger (2006). Diversity of Theories in Mathematics Education – How can we deal with it? Zentralblatt der Didaktik der Mathematik (ZDM), vol. 38, 52-57. (invited and peer-reviewed)
6. Bikner-Ahsbals, A. (2006). Semiotic sequence analysis – Constructing epistemic types. In Jarmila Novotná, Hana Moraovská, Magdalena Krátká, Nad'a Stehliková (Eds.): Mathematics in the centre. Proceedings of the 30<sup>th</sup> Conference of the International group for the Psychology of Mathematics Education, vol. 2, (pp. 161-168) Prague (Czech Republic): Charles University, Faculty of Education. (peer-reviewed)

### 2007

7. Bikner-Ahsbals, A. (2007) "Sensitizing concepts" as heuristics to compare and connect different theories. Contribution to the symposium: Networking a variety of theories within a scientific domain - The case of mathematics education, EARLI (European Association for Research on Learning and Instruction) August 2007. (peer reviewed)
8. Bikner-Ahsbals, A. & Peter-Koop, A. (2007) (Eds.) Mathematische Bildung - Mathematische Leistung. [Mathematical education – mathematical achievement.] Festschrift for Michael Neubrand to his 60th birthday. Hildesheim, Berlin: Franzbecker Verlag.

9. Bikner-Ahsbahs, A. (2007). Ein Vergleich von Handlungsmodellen zur Entstehung mathematischen Wissens in Lehr-Lern-Situationen. [Comparison of action models for the creation of mathematical knowledge in teaching and learning situations.] In Angelika Bikner-Ahsbahs & Andrea Peter-Koop (Eds.), *Mathematische Bildung - Mathematische Leistung, Festschrift for Michael Neubrand to his 60th birthday*, (pp. 251-270). Hildesheim, Berlin: Franzbecker Verlag.
10. Kidron, I., Lenfant, A., Artigues, M., Bikner-Ahsbahs, A. & Dreyfus, T. (2008). Social interaction in learning processes as seen by means of three theoretical frameworks. In D. Pitta-Pantazi & G. Phillipou (Eds.), *Proceedings of the 5th Congress of the European Society for Research in Mathematics Education (CERME 5)* (pp. 1708–1724). Cyprus: ERME. (peer-reviewed)

## 2008

11. Kidron, I., Lenfant, A., Artigues, M., Bikner-Ahsbahs, A. & Dreyfus, T. (2008). Social interaction in learning processes as seen by means of three theoretical frameworks. *ZDM-International Journal on Mathematics Education*, 39(2), 247-267. (invited and peer-reviewed)
12. Bikner-Ahsbahs, A. (2008). Erkenntnisprozesse – Rekonstruktion ihrer Struktur durch Idealtypenbildung. [Epistemic processes – reconstructing the structure through building ideal types] In Helga Jungwirth, Götz Krummheuer (Eds.), *Der Blick nach innen: Aspekte der täglichen Lebenswelt Mathematikunterricht*. (pp. 105-144) [The view inside: aspects of everyday life called mathematics classroom.] Münster: Waxmann, (invited).
13. Prediger, S., Bikner-Ahsbahs, A. & Arzarello, F. (2008). Networking strategies and methods for connecting theoretical approaches: first steps towards a conceptual framework. *ZDM-International Journal on Mathematics Education*, 40(2), 165-178. (peer-reviewed)
14. Bikner-Ahsbahs, A. (2008) Wie konstruieren Lernende mathematisches Wissen? [How do students construct mathematical knowledge?] *Beiträge zum Mathematikunterricht*, Hildesheim, Berlin: Franzbecker Verlag (CD).

## 2009

15. Bikner-Ahsbahs, A. (2009). Interessenlage und Erkenntniszugang. [Interest sphere and epistemic approach] *Beiträge zum Mathematikunterricht 2009, Vorträge zur Tagung der Gesellschaft für Didaktik der Mathematik (GDM) in Oldenburg*. Hildesheim, Berlin: div Franzbecker. CD.
16. Bikner-Ahsbahs, A. & Williams, G. (2009). Comparing and contrasting methodologies: a commentary. In Baruch Schwarz, Rina Hershkowitz and Tommy Dreyfus (Eds.), *Transformation of Knowledge in Classroom Interaction*, (pp. 261-270). London, New York: Routledge. (invited)
17. Schäfer, I. & Bikner-Ahsbahs, A. (2009). „Schwache“ Schüler motivationsorientiert fördern. [Fostering low-achieving students in a motivational way]. In Siegbert Schmidt (Ed.), *Fördernder Mathematikunterricht in der Sekundarstufe I – Rechenschwierigkeiten erkennen und überwinden*, (pp. 201-212). Weinheim, Basel: Beltz Verlag. (invited)

18. Arzarello, F., Bikner-Ahsbahs, A. & Sabena, C. (2009). Complementary networking: enriching understanding. In V. Durand-Guerrier, S. Soury-Lavergne, and S. Lecluse (Eds.), *Proceedings of CERME 6*. Lyon, France. Retrieved August 23, 2010 from <http://www.inrp.fr/publications/edition-electronique/cerme6/plenary-01-bikner.pdf>, published as a CD. (peer-reviewed)
19. Bikner-Ahsbahs, A. (2009). Networking of theories – why and how? Special plenary lecture. In V. Durand-Guerrier, S. Soury-Lavergne, and S. Lecluse (Eds.), *Proceedings of CERME 6*. Lyon, France. Retrieved August 23, 2010 from <http://www.inrp.fr/publications/edition-electronique/cerme6/plenary-01-bikner.pdf>, published as a CD. (peer-reviewed)
20. Bikner-Ahsbahs, A. & Schäfer, I. (2009). Object Relations and epistemic actions of low-achieving students. In Marianna Tzekaki, Maria Kaldrimidrou, Haralambos Sakonidis (Eds.), *In Search for Theories in Mathematics Education, Proceedings of the 33<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Vol. 1* (p. 337). Thessaloniki-Greece: Moucos-Communication in Print. (peer-reviewed)
21. Cramer, J. & Bikner-Ahsbahs, A. (2009). Mathematical interest spheres and their epistemic function. In Marianna Tzekaki, Maria Kaldrimidrou, Haralambos Sakonidis (Eds.), *In Search for Theories in Mathematics Education, Proceedings of the 33<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Vol. 2* (353-361). Thessaloniki-Greece: Moucos-Communication in Print. (peer-reviewed)

## 2010

22. Bikner-Ahsbahs, A., & Prediger, S. (2010). Networking of Theories—An Approach for Exploiting the Diversity of Theoretical Approaches; with a preface by T. Dreyfus and a commentary by F. Arzarello. In B. Sriraman & L. English (Eds.), *Theories of mathematics education: seeking new frontiers* (pp. 479-512). New York: Springer, *Advances in Mathematics Education series, Vol. 1*. (peer reviewed)
23. Bikner-Ahsbahs, A., Dreyfus, T., & Kidron, I. (2010). “General Epistemic Need” – ein Motor für Erkenntnisentwicklung? [General epistemic need - an engine for construction of knowledge?]. In *Beiträge zum Mathematikunterricht. Vortrag auf der Jahrestagung der Gesellschaft für Didaktik der Mathematik (GDM) 2010 in München*. Retrieved: 2.5.2012 from: [http://www.mathematik.tu-dortmund.de/ieem/cms/media/BzMU/BzMU2010/BzMU.10\\_BIKNER-AHSBAHS\\_Angelika\\_Erkennntnisentwicklung.pdf](http://www.mathematik.tu-dortmund.de/ieem/cms/media/BzMU/BzMU2010/BzMU.10_BIKNER-AHSBAHS_Angelika_Erkennntnisentwicklung.pdf)
24. Bikner-Ahsbahs, A., Dreyfus, T., Kidron, I., Arzarello, F., Radford, L., Artigue, M., & Sabena, C. (2010). Networking of theories in mathematics education. In Pinto, M. M. F. & Kawasaki, T. F. (Eds.), *Proceedings of the 34<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education (Vol. 1, pp. 145-175)*. Belo Horizonte, Brazil: PME. (peer-reviewed)
25. Kidron, I., Bikner-Ahsbahs, A. Cramer, J., Dreyfus, T., & Gilboa, N. (2010). Construction of knowledge: need and interest. In Pinto, M. M. F. & Kawasaki, T. F. (Eds.), *Proceedings of the 34<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education (Vol. 3, pp. 169-176)*. Belo Horizonte, Brazil: PME. (peer-reviewed)
26. Cramer, J. & Bikner-Ahsbahs, A. & Harel, R. (2010). Argumentation Processes: Structure and Quality. In Pinto, M. M. F. & Kawasaki, T. F. (Eds.), *Proceedings of the 34<sup>th</sup>*

Conference of the International Group for the Psychology of Mathematics Education (Vol. 2, pp. 23). Belo Horizonte, Brazil: PME. (peer-reviewed)

## 2011

26. Bikner-Ahsbahs, A., Kidron, I. & Dreyfus, T. (2011). Epistemisch handeln können – aber wie? [Knowing to act epistemically – but how?] Hauptvortrag auf der Jahrestagung der GDM. [Invited lecture]. Beiträge zum Mathematikunterricht 2011, Gesellschaft für Didaktik der Mathematik (CD).
27. Kidron, I., Bikner-Ahsbahs, A., & Dreyfus, T. (2011). How a general epistemic need leads to a need for a new construct: A case of networking two theoretical approaches. In: Pytlak, M.; Rowland, T. & Swoboda, E. (Eds.), Proceedings of the 7th Congress of the European Society for Research in Mathematics Education (pp. 2451-2461). Rzeszów: University of Rzeszów, Poland (peer-reviewed).
28. Kidron, Ivy; Bikner-Ahsbahs, Angelika; Monaghan, John; Radford, Luis & Sensevy; Gérard (2011). Different theoretical perspectives and approaches in research in mathematics education. CERME working group 16. In: Pytlak, M.; Rowland, T. & Swoboda, E. (Eds.), Proceedings of the 7th Congress of the European Society for Research in Mathematics Education (pp.2475-2485). Rzeszów: University of Rzeszów, Poland <http://www.cerme7.univ.rzeszow.pl/WG/CERME7-WG16.pdf>, retrieved am 19.12.2011. (peer-reviewed)

## 2012

29. Bikner-Ahsbahs, A. (2012). Modellieren als epistemischer Prozess [Modelling as an epistemic process] In: Blum, Werner; Borromeo Ferri, Rita; Maas, Katja (Eds.) *Mathematikunterricht im Kontext von Realität, Kultur und Lehrerprofessionalität*. (S. 106-115). Springer Teubner Vieweg. (peer-reviewed)
30. Krause, Ch. & Bikner-Ahsbahs, A. (2012). Modes of sign use in epistemic processes, In Tai-Yih Tso, Proceedings of the 36<sup>th</sup> Conference of the International Group of the Psychology of Mathematics Education: Opportunities to learn in Mathematics Education, vol. 3 (pp. 19-27), Taipei, Taiwan. (peer-reviewed)
31. Bikner-Ahsbahs, A., Cramer, A. & Janßen, Th. (2012). Three quality components of epistemic processes. In Tai-Yih Tso, Proceedings of the 36<sup>th</sup> Conference of the International Group of the Psychology of Mathematics Education: Opportunities to learn in Mathematics Education, Vol. 4, (pp. 248). Taipei, Taiwan.
32. Janßen, Th. & Bikner-Ahsbahs, A. (2012). Developing structure sense: A study to support instruction and inform theory. In Tai-Yih Tso, Proceedings of the 36<sup>th</sup> Conference of the International Group of the Psychology of Mathematics Education: Opportunities to learn in Mathematics Education, Vol. 4, (pp. 284). Taipei, Taiwan.

## 2013

33. Bikner-Ahsbahs, A. & Janßen, Th. (2013). Emergent tasks-spontaneous design support ing in-depth learning. In Watson, A., Ohtani, M., Ainley, J., Bolite Frant, J., Doorman, M., Kieran, C., Leung, A., Margolinas, C., Sullivan, P., Thompson, D. R., & Yang, Y. (2013). *Task Design in Mathematics Education. Proceedings of ICMI Study 22* (Vol. 1, pp. 155-163). Oxford: University of Oxford, UK.



[https://hal.archives-ouvertes.fr/search/index/?q=task+design&submit=&keyword\\_t=task+design](https://hal.archives-ouvertes.fr/search/index/?q=task+design&submit=&keyword_t=task+design) am 26.02.2016 (*peer-reviewed*)

33. Bikner-Ahsbabs, A. & Schäfer, I. (2013). Ein Aufgabenkonzept für die Anfängervorlesung im Lehramt Mathematik. In Ch. Ableitinger, J. Kramer, & S. Prediger (Hrsg.), *Zur doppelten Diskontinuität in der Gymnasiallehrerbildung*. (S. 57-76). Wiesbaden: Springer (*peer-reviewed*)
34. Bikner-Ahsbabs, A. (2013a). Wenn situationale Bedingungen die Entwicklung des Dezimalbruchkonzepts stören. In Beiträge zum Mathematikunterricht 2013, Vorträge auf der Jahrestagung der Gesellschaft für Didaktik der Mathematik. Zugriff unter: <http://www.mathematik.uni-dortmund.de/ieem/bzmu2013/Einzelvortraege/BzMU13-Bikner-Ahsbabs.pdf>, retrieved am 16.7.2013.
35. Bikner-Ahsbabs, A. (2013b). Situational fixations in the use of decimal fractions. In Aiso Heinze (ed.), *Proceedings of the 37<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education vol. 4* (p. 23). Kiel: IPN, Germany.
36. Bikner-Ahsbabs, A., Dreher, F. & Schäfer, I. (2013). Forschendes Lernen von Anfang an? - Plenumsprojekte in Analysis und Linearer Algebra. In Ludwig Huber, Margot Kröger und Heidi Schelhowe (Hrsg.), *Forschendes Lernen als Profilvermerkmal einer Universität. Beispiel aus der Universität Bremen* (S. 73-90). Bielefeld: UniversitätsVerlag Webler
37. Haspekian, M., Bikner-Ahsbabs, A., & Artigue, M. (2013). When the fiction of learning is kept: A case of networking two theoretical views. In Aiso Heinze (ed.), *Proceedings of the 37<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, vol.3* (pp. 9-16). Kiel: IPN, Germany. (*peer-reviewed*)
38. Janßen, Th. & Bikner-Ahsbabs, A. (2013). Networking theories in a design study on the development of algebraic structure sense. CERME 8, Antalya, Turkey (in press).
39. Bikner-Ahsbabs, A. (2013a). Einblick in ein "Eintypsekundarstufenlehramt". GDM-Mitteilungen 95, 38-45.

## 2014

40. Bardy, T. & Bikner-Ahsbabs, A. (2014). „Was muss ich wissen?“ – Zur Herstellung von Geltung mathematischen Wissens im Mathematikunterricht. In J. Roth & J. Ames (Eds). *Beiträge zum Mathematikunterricht 2014*, (S. 125-129). Münster: WTEM Verlag.
41. Behrens, D. Krause, C. & Bikner-Ahsbabs, A. (2014) „Ich zeig' uns was, was du nicht siehst“ – Zur epistemischen Rolle von Gesten. In J. Roth & J. Ames (Eds). *Beiträge zum Mathematikunterricht* (S. 149-152). Münster: WTEM Verlag.
42. Bikner-Ahsbabs (2014). Turning Disinterest Into Interest In Class: An Intervention Study. In: Nicol, C., Liljedahl, P., Oesterle, S. & Allan, D. (Eds.). (2014). *Proceedings of the Joint Meeting of PME 38 and PME-NA 36* (Vol. 2, pp. 145 - 152). Vancouver, Canada: PME. (*peer-reviewed*)
43. Bikner-Ahsbabs, A. & Halverscheid, St. (2014). Introduction of the theory of interest-dense situations. In A. Bikner-Ahsbabs & S. Prediger (Hrsg.). *Networking of Theories as a Research Practice in Mathematics Education*. Book published in the series *Advances in Mathematics Education* (pp. 88-102). New York: Springer.

44. Bikner-Ahsbahs, A. & Prediger, S. (2014). Networking as research practices – methodological lessons learnt from the case studies. In A. Bikner-Ahsbahs & S. Prediger (Hrsg.). Networking of Theories as a Research Practice in Mathematics Education. Book published in the series Advances in Mathematics Education (pp. 235-247). New York: Springer.
45. Bikner-Ahsbahs, A. & Prediger, S., Networking Theories Group (2014). Networking of Theories as a Research Practice in Mathematics Education (Hrsg.). Book published in the series Advances in Mathematics Education. New York: Springer.
46. Bikner-Ahsbahs, A. (2014). Theorie und Praxis interessendichter Situationen. In J. Roth & J. Ames (Eds). Beiträge zum Mathematikunterricht 2014, (S. 189-192). Münster: WTEM Verlag.
47. Bikner-Ahsbahs, A., Artigue, M. & Haspekian, M. (2014). Topaze Effect - A case study on networking of IDS and TDS. In A. Bikner-Ahsbahs & S. Prediger (Hrsg.). Networking of Theories as a Research Practice in Mathematics Education. Book published in the series Advances in Mathematics Education (pp. 201-221). New York: Springer.
48. Bikner-Ahsbahs, A., Sabena, C., Arzarello, F., Krause, C. (2014). Semiotic and theoretic control within and across conceptual frames. In: Nicol, C., Liljedahl, P., Oesterle, S. & Allan, D. (Eds.). (2014). Proceedings of the Joint Meeting of PME 38 and PME-NA 36 (Vol. 2, pp. 153 - 160). Vancouver, Canada: PME (*peer-reviewed*)
49. Bikner-Ahsbahs, A.; Sabena, C. Arzarello, F. (2014). „Lost in translation“ - Semiotisch-theoretische Kontrolle beim argumentativen Problemlösen. In J. Roth & J. Ames (Eds). Beiträge zum Mathematikunterricht 2014, (S. 185-188). Münster: WTEM Verlag.
50. Clarke, D., Stroemskag, H., Johnsen, H.L., A. Bikner-Ahsbahs, Gardner, K. (2014). Mathematical task and the student. In: Nicol, C., Liljedahl, P., Oesterle, S. & Allan, D. (Eds.), Proceedings of the Joint Meeting of PME 38 and PME-NA 36 (Vol. 1, pp. 117-144). Vancouver, Canada: PME (*peer-reviewed*)
51. Doff, Sabine, Bikner-Ahsbahs, Angelika, Grünewald, Andreas, Komoss, Regine, Peters, Maria. Lehmann-Wermser, Andreas. Roviró, Barbara (2014):"Change and continuity in subject-specific educational contexts": Research report of an interdisciplinary project group at the University of Bremen. Zeitschrift für Fremdsprachenforschung 25(1), 73-88. (*peer-reviewed*)
52. Prediger, S. & Bikner-Ahsbahs, A. (2014) Introduction to networking: Networking strategies and their background In A. Bikner-Ahsbahs & S. Prediger (Hrsg.). Networking of Theories as a Research Practice in Mathematics Education. Book publishes in the series Advances in Mathematics Education (pp. 103-122). New York: Springer.
53. Sabena, C., Arzarello, A., Bikner-Ahsbahs, A. & Schäfer, I. (2014). The epistemological gap - A case study on networking of APC and IDS. In A. Bikner-Ahsbahs & S. Prediger (Hrsg.). Networking of Theories as a Research Practice in Mathematics Education. Book published in the series Advances in Mathematics Education (pp. 165-183). New York: Springer.

## 2015

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