

ARTICLES IN THIS ISSUE

Mathematical Knowledge for Teaching Algebraic Routines: A Case Study of Solving Quadratic Equations

Xuhui Li

The Development of Chinese Students' Understanding of the Concept of Fractions from Fifth to Eighth Grade

Chunhui Liu, Ziqiang Xin, & Xia Li

Error Patterns in Addition and Subtraction of Fractions among Form Two Students

Noraini Idris & Latha Maheswari Narayanan

What We Learned from a Comparison of Mathematics Assessment in Australian and Chinese Primary Schools

Dacheng Zhao

Comparative Study of the New and Experienced Teachers' Differences in the General Teaching of Mathematics

Haixia Si, Lijun Ye, & Fangli Zhou

An Investigation on Chinese Teachers' Realistic Problem Solving Abilities and Beliefs

Limin Chen, Wim Van Dooren, & Lieven Verschaffel

Probing Pre-service Teachers' Mathematics Pedagogical Content Knowledge: A Lesson from the Case of the Monotonicity of Function

Miao Li & Ping Yu

A Study on the Development of Students' Epistemological Beliefs about Mathematics

Yan Zhou, Dingliang Tan, & Yunzhi Zhu