Numbered list of outputs referenced in the End of Award Report for the following project:

**Enhancing students’ proof competencies in secondary mathematics classrooms (RES-000-22-2536-A)**

Andreas J. Stylianides
University of Cambridge

**PUBLICATIONS**

Journal Articles:


   
   **Note:** The NRICH project republished the article at its open-access website having obtained permission from the Association of Teachers of Mathematics, which publishes Mathematics Teaching. The republished article at the NRICH website ([http://nrich.maths.org/public/viewer.php?obj_id=6664](http://nrich.maths.org/public/viewer.php?obj_id=6664)) is accompanied with excerpts from an interview given by Andreas Stylianides to Jenny Piggott about ideas in the article ([http://nrich.maths.org/public/viewer.php?obj_id=6664&part=note](http://nrich.maths.org/public/viewer.php?obj_id=6664&part=note)).

Invited Article in Conference Proceedings (Plenary Lecture):


Conference Articles:

   
   **Note:** Publications co-authored with Gabriel J. Stylianides are discussing findings or theoretical constructs that are common between the present ESRC project and one of our prior, collaborative projects funded by the Spencer Foundation. That prior project was conducted as a four-year design experiment (2004-2007) and aimed to address similar objectives as the present ESRC project but in a different cultural context (American) and with a different student population (undergraduate students).


Chapters in an Edited Volume:


INVITED RESEARCH LECTURES/PRESENTATIONS


OTHER RESEARCH PRESENTATIONS


SEMINARS/WORKSHOPS


17. (2010, April). (w/ K. Russell). Introducing secondary school students to the notion of proof in mathematics. Workshop to about 40 researchers, teachers, teacher educators, curriculum developers, and policy makers at the 7th British Congress of Mathematics Education (BCME), University of Manchester, Manchester.

18. (2010 & 2009, February). Design experiments in educational research. Workshops to a total of about 90 MPhil students enrolled in the Core Research Training Course, University of Cambridge Faculty of Education, Cambridge.
