

## Chris Breen Publications

### a. Books

2003: *Second Chance Mathematics: You can do it!* Cape Town: Consider It Done.

### b. Edited Books

2003: (with A.Peter, V.Santos-Wagner, and A.Begg). *Collaboration in Teacher Education - Examples from the Context of Mathematics Education*. Dordrecht: Kluwer Academic Press,

1997: (with V.Zack, and J.Mousley) *Developing Practice: Teachers Inquiry and Educational Change*. Goolong: Deakin University Press.

1992: (with J.Coombe) *Transformations? The first years of the Mathematics Education Project*. Mathematics Education Project, University of Cape Town.

1985 (with W.Flanagan and M.Walker) *Action Research: Justified Optimism or Wishful Thinking*. Education Department: University of Cape Town.

### c. Chapters in Books

2011: Re-Cognising Learning and Teaching: Opening the Space of Possibility. In S.Voller, E.Blass and V.Culpin (Eds). *The Future of Learning: Insights and Innovations from Executive Development*. New York: Palgrave Macmillan. 131-149.

2011: Working on the Edge of Discomfort: Threads of a complex journey into awareness. In A. Logan (ed). *The Gattegno Effect*. New York: Educational Solutions. 254-255.

2008: Established Boundaries? A Personal Response to Learning in and from Practice. In R. Even and D. Loewenberg Ball (Eds.). *The Professional Education and Development of Teachers of Mathematics: The 15<sup>th</sup> ICMI Study*. Springer: New York. 231-236.

2008: Tugging at Psychological Threads in Mathematics Education. In T. Brown (Ed.) *The Psychology of Mathematics Education: A Psychoanalytic Displacement*. Sense: Rotterdam. 219 – 230

2005: Dilemmas of Change: seeing the complex rather than the complicated? In R.Vithal, J.Adler and C. Keitel (Eds.) *Researching Mathematics Education in South Africa: Perspectives, practices and possibilities*. HSRC Press: Cape Town. 233-246.

2003 (with A.Lebethe, G.Agherdien) A Case for Collaborative Staff Development: A Path Layered While Walking. In A.Peter, V.Santos, C.Breen and A.Begg (Eds.) *Collaboration in Teacher Education - Examples from the Context of Mathematics Education*. Dordrecht: Kluwer Academic Press.

2003: Mathematics Teachers as Researchers: Living on the edge? In A.J. Bishop, M.A.Clements, C. Keitel, J. Kilpatrick and F.K.S. Leung (Eds.) *Second International Handbook of Mathematics Education*. Dordrecht: Kluwer Academic Press. 521-542.

2000: Re-Searching Teaching: Changing Paradigms to Improve Practice. In M.A. Clements, H. Tairab and W. K. Yoong (Eds.) *Science, Mathematics and Technical Education in the 20th and 21st Centuries*. Department of Science and Mathematics Education: Universiti Brunei Darassalam.

1999: Circling the Square: Issues and Dilemmas Concerning Teacher Transformation. In B. Jaworski, T.Wood, A.J.Dawson (eds.) *Mathematics Teacher Education: Critical International Perspectives*. London: Falmer Press.

1997: Teachers as Researchers? In V.Zack, J.Mousley and C.Breen, *Developing Practice: Teachers' Inquiry and Educational Change*. Goolong: Deakin University Press.

1992: Curriculum Development: current trends in South Africa. In M.Moodley, R.Njisane and N.Presmeg (eds.), *Mathematics Education for Inservice and Preservice Teachers*. Pietermaritzburg: Shuter and Shooter. (Pgs 85 - 90)

1992: The Mathematics Teacher as a professional and a researcher. In M.Moodley, R.Njisane and N.Presmeg (eds.), *Mathematics Education for Inservice and Preservice Teachers*. Pietermaritzburg: Shuter and Shooter. (Pgs 91 - 97).

1992: Investigational Work. In M.Moodley, R.Njisane and N.Presmeg (eds.), *Mathematics Education for Inservice and Preservice Teachers*. Pietermaritzburg: Shuter and Shooter. (Pgs 169 - 176)

1992: Informal Geometry. In M.Moodley, R.Njisane and N.Presmeg (eds.), *Mathematics Education for Inservice and Preservice Teachers*. Pietermaritzburg: Shuter and Shooter. (Pgs 314 - 324)

1992: The roots and growth of the Mathematics Education Project. In Breen, C and Coombe, J (eds.) *Transformations? The first years of the Mathematics Education Project*. Mathematics Education Project: University of Cape Town.

1992: The end - and a new beginning. In Breen and Coombe (eds.) *Transformations? The first years of the Mathematics Education Project*. Mathematics Education Project: University of Cape Town.

1987: The Continuing Challenge of Improving the Teaching of Mathematics in South Africa: A Personal Response. In D. Young and R. Burns (eds.) *Education at the Crossroads*. UCT

#### **d. Conference Proceedings**

Breen, C. (2007). On Humanistic Mathematics Education: A personal coming of age? In J.Woo, H.Lew, K. Park & D.Seo (Eds.). Proceedings of the 31<sup>st</sup> Conference of the International Group for the Psychology of Mathematics Education held in Seoul, Korea, Vol 1, 1-3 – 1-16.

2006: Developing Respect and Trust when Working with Mathematics Teachers. In P.Liljedahl (Ed.) Proceedings of the Canadian Mathematics Education Study Group, Calgary, Alberta, June 2006.

2006: Teachers Researching with University Academics. In J. Novotna (Ed.) Proceedings of the 30<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Volume 1, 95-125.

2005: Navigating a Complex Path through the Complicated Waters of Academia. Paper presented at the Complexity Science and Educational Research conference, Louisiana, November 2005.

2005: Perspectives on Mathematics Teacher Education in Changing Times. In M. Kazima (ed.) Proceedings of the 1<sup>st</sup> ICMI Africa conference, Johannesburg, June 2005.

2005: Ethical Considerations in a Mathematics Teacher Education Classroom. In H. Chick and J. Vincent (Eds.) Proceedings of the 29<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Volume 1, 228.

2005: Promising Practices in Teaching and Learning. In C. Kasanda (Eds.) Proceedings of the 13th Annual Conference of the Southern African Association for Research in Mathematics, Science and Technology Education, January 2005, Safari Conference Centre, Windhoek, Namibia.

2004: Complex Dilemmas Concerning Inclusion and Diversity in Mathematics Education Research with Teachers. In M.Hoines and A. Fuglestad (Eds.) Proceedings of the 28<sup>th</sup>

Conference of the International Group for the Psychology of Mathematics Education, Volume 1, 33-36.

2004: In the Serpent's Den: Contrasting scripts relating to fear of mathematics. In M.Hoines and A. Fuglestad (Eds.) Proceedings of the 28<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Volume 2, 167-174, 2003: Hawaii

2002: Enacting Education: Some passionate thoughts from a foolish academic. Plenary talk at Conference on Enactivism and Post-Structuralism: Implications for the Professional Development of Educators. Australian Catholic University, Melbourne, Australia, November 6th. <http://wwwdev.acu.edu.au/fed/vic/conferences/Enactivism.htm>.

2002: (with M.Hannula) Learning from each other. In Cockburn, A. and E. Nardi (eds.) Proceedings of the 26th Conference of the International Group for the Psychology of Mathematics Education, Volume 1. Norwich, England, p. 250.

2002: I promise to tell the hole'd truth and nothing but my truth. In C.Malcolm and C.Lubisi (Eds.) Proceedings of the 10th Annual Conference of the Southern African Association for Research in Mathematics, Science and Technology Education, January 2002, University of Natal, Durban.

2001: Researching Teaching: Telling the hole'd truth and nothing but my truth. In A. Rogerson (ed.) Proceedings of the 3<sup>rd</sup> Mathematics Education into the 21<sup>st</sup> Century Project conference. Palm Cove, Cairns, Australia, August 19-24, 2001.

2001: Expanding Researchers' Ability to Study Student Experiences. Working Session co-presented (with M.Hannula) at the 25th Conference of the International Group for the Psychology of Mathematics Education to be held in Utrecht, Netherlands, July 12-17, 2001.

2000: Fear of Mathematics: Why aren't we learning from the 'shrinks'? In E. Fernandes and J.P. Matos (eds.) *Proceedings of XI - SIEM*, Funchal, Madeira, November 6-7 2000.

2000: Fear of Mathematics: Moving towards releasing blocks. In E. Fernandes and J.P. Matos (eds.) *Proceedings of PROFMAT 2000*, Funchal, Madeira, November 8-11 2000.

2000: Becoming More Aware: Psychoanalytic insights concerning fear and relationship in the mathematics classroom. In T. Nakahara and M. Koyama (eds.) *Proceedings of the 24<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education*, Hiroshima, Japan, July 23-27 2000.

2000: Coping with fear of mathematics in a preservice group of primary school teachers. Paper presented at the second International Conference on Mathematics Education held at Hangzhou, China, May 2000.

2000: Re-searching Teaching: Move from 'gut' feelings to disciplined conversation. Paper presented at the second International Conference on Mathematics Education held at Hangzhou, China, May 2000.

1999: Issues and challenges in mathematics and science teacher development. Keynote address in J.Kuiper (ed.) *Proceedings of the 7<sup>th</sup> Annual SAARMSE Conference*, 9-16. Harare, Zimbabwe, January 1999.

1998: Diversity and change in mathematics teacher education. In A.Olivier and K.Newstead (eds.) *Proceedings of the 22nd International Conference for the Psychology of Mathematics Education*, Vol. 1, 85-87. Stellenbosch, South Africa, July

1997: Geometric Images in P, M and E. In E.Pehkonen (ed.) *Proceedings of the 21st International Conference for the Psychology of Mathematics Education*, Lahti, Finland, July.

- 1997: Improving the quality of teaching: a national research priority. In M.Sanders (ed.) *Proceedings of the 5th Annual SAARMSE Conference*, Johannesburg, pgs6-10
- 1996: Prioritising mathematics teacher education choices at pre- and inservice levels. *Proceedings of the 20<sup>th</sup> Psychology of Mathematics Education Conference*, Spain, July
- 1994: Teachers Reflect: Surveying the effects of an experiential preservice mathematics method course. In M. Glencross (ed.) *Proceedings of the 2<sup>nd</sup> Annual SAARMSE Conference.*, Durban, January 1994.
- 1994: An investigation into the longer term effects of a preservice mathematics method course. *Proceedings of the 18th Psychology of Mathematics Education Conference*, Lisbon, August 1994, II, 136-143.
- 1994: Reconstructing Mathematics Teacher Education: Researching One's Own Practice. Plenary Paper in *Proceedings of the Boleswa Mathematics and Science Education Conference*, Gabarone, October 1993.
- 1993: Changing the Culture of Learning Mathematics: Academics as Catalysts or Intruders?. *Proceedings of the 2nd International Conference on the Political Dimensions of Mathematics Education*, Johannesburg, April 1993.
- 1991: Becoming Aware: Exploring the Interaction between Teaching and Learning. *Proceedings of the 14th National Convention on Mathematics and Natural Science Education*, Cape Town, July 1991.
- 1990: Reflecting on energy activities: an attempt at liberating pre-service mathematics teachers at a South African university. *Proceedings of the First International Conference on the Political Dimensions of Mathematics Education: Action and Critique*, University of London, April 1990.
- 1989: Investigating mathematics: What interests you? A report on the mathematics workshop. In S.Abrahams (ed.) *Education in the eighties*. Proceedings of the Kenton Conference, Kenton-at-Woodstock, October 1988
- 1986: Pupil-centred Activities in the Primary School. *Proceedings of the 8th National MASA Conference*, Stellenbosch, 1-4 July.
- 1986: Alternative Mathematics Programmes. *Proceedings of the 8th National MASA Conference*, Stellenbosch, 1-4 July
- 1980: Education of the Gifted and Talented - developing a practical programme. *Proceedings of the Ciskeian Conference on Education*, East London, June 1980.

#### **e. Articles in Peer-reviewed Journals**

- Breen, C. (2008). The Hole is More than the Sum of its Parts: Mathematics Teacher Education in a Complex World. *Notices of the South African Mathematical Society*, 39, 1, April 2008, 15-30.
- Breen, C. (2007). Sending out a Crow in search of New Mud: an email from Dick *For the Learning of Mathematics*, 27, 3-7.
- 2005: Opening the Space of Possibility – for myself (and others?). *For the Learning of Mathematics*, 25, 1, 24-27.
- 2005: Marrow-bone Thoughts and Lasting Songs? Making sense of educational change and transformation. *Thinking Classroom*, 6, 1, 14-20.
- 2004: Perturbating the Assessment of Individuals and Groups: Listening for Challenges to Mathematics Teacher Educators. *Pythagoras* 60, December 2004, pp. 2 – 12.
- 2003: Fear Of Mathematics In Adults: Moving From Insights to Thoughtful Enactive Practice. *Literacy and Numeracy Studies*, 12, 2, November 2003, 65-76.

- 2003: (with R.Vithal, D. Mtetwa, M. Setati) Joining and re-forming: Towards a strategy for optimising SAARMSTE influence in the broader mathematics education community. *Pythagoras* 57, April 2003, pp. 19-26.
- 2002: Book Review – Issues in Mathematics Teaching (Peter Gates- editor), *British Educational Research Journal*, 28 5, 731-732, 1 October.
- 2002: Researching Teaching: Moving from gut feeling to disciplined conversation. *S.A. Journal of Higher Education*, 16, 2, 25-31.
- 2001: Coping with fear of mathematics in a group of preservice primary school teachers. *Pythagoras*, 54, 42-50, April 2001.
- 1999: Concerning mathematics teacher development and the challenges of the new millenium. *Pythagoras*, 49, 42- 48.
- 1998: Norms and Standards: lessons from the other side. *Pythagoras*, 45, 32-35.
- 1993: Holding the Tension of the Opposites, *For the Learning of Mathematics*, 13,1, 6-10.
- 1992: Teacher Education: Confronting Preconceptions. *Perspectives in Education*, 13, 1, 33 - 44.
- 1989: (with W.Colyn) Exploring action research: Implications for teachers and researchers. *S.A. Journal of Education* 9 (2) 248-253
- 1988: Policing Exams: The Impact on Teachers and students in Western Cape Schools, 1985. *Perspectives in Education* 10 (1) 4-11
- 1984: Educating the Gifted - the human factor. *South African Journal of Education*, 4, 178-181
- 1984: Microcomputers and mathematics: can Papert help our schools? *South African Journal of Education*, 4, 116-121