Guidelines to authors

Pythagoras publishes original papers that contribute significantly to our understanding of mathematics teaching, learning and curriculum, including reports of research (experiments, case studies, surveys, philosophical and historical studies, ...), critical analyses of school mathematics curricular and teacher development initiatives, literature reviews, theoretical analyses, exposition of mathematical thinking and commentaries on issues pertaining to the teaching and learning of mathematics in South Africa and elsewhere. *Pythagoras* is devoted to the improvement of the teaching and learning of mathematics at all levels of education. *Pythagoras* therefore serves as an academic and professional forum for the presentation and critical discussion of current research and development in the teaching and learning of mathematics at national and international level.

Contributions are invited in all areas of mathematics education and should be sent to the *Editor*. Papers accepted for publication must be of high quality, accessible and must not have been published or accepted for publication elsewhere or simultaneously been submitted elsewhere.

All papers are rigorously refereed, double-blind (the identities of both the authors and the reviewers are concealed).

The length of articles should generally be within the range of 2500 – 5000 words. Authors should initially send an electronic version to the *Editor* in MS-WORD with generous spacing and margins. References to illustrations and tables in the text should be by number, e.g. "see Figure 3", and not to position, e.g. "see the following table".

References should be indicated in the text as, e.g. Brownell (1956) or (Brownell, 1956, pp. 13-25). At the end of an article a complete list of the references, and not a bibliography, should be supplied in alphabetical order. The American Psychological Association (APA) convention for referencing should be used. Below, we list a few selected examples of the format in which references should appear:

Article in an academic journal

Graham, R., & Yao, F. (1990). A whirlwind tour of computational geometry. *American Mathematical Monthly, 97*(8), 687-701.

Article in an electronic journal

Selinger, M., & Pratt, D. (1997). Mediation of mathematical meaning through the graphic calculator. *Journal of Information Technology for Teacher Education, 6*(1), 37-50. Retrieved 15 June 2008 from http://www.triangle.co.uk/jit/pdf /06-1-ms.pdf

Full text article from an electronic database (e.g. EbscoHost, ERIC)

Quinlan, C. (2004). Sparking interest in trigonometry. *Australian Mathematics Teacher*, *60*(3), 17-20. Retrieved 15 June 2008 from EdResearchOnline database.

Book

Davis, P.J., & Hersh, R. (1981). *The mathematical experience*. Harmondsworth: Penguin.

Chapter in a book

Wilson, M., & Cooney, T. (2002). Mathematics teacher change and development. The role of beliefs. In G. Leder, E. Pehkonen, & G. Törner (Eds.), *Beliefs: A hidden Variable in mathematics education?* (pp. 127-148). Dordrecht: Kluwer.

Conference proceedings

Amit, M., & Vinner, S. (1990). *Some misconceptions in calculus - anecdotes or the tip of an iceberg.* In G. Booker, P. Cobb & T.N. Mendicuti (Eds.), *Proceedings of the Fourteenth International Conference for the Psychology of Mathematics Education Vol. 1* (pp. 3-10). Oaxtepec, Mexico.

Unpublished material (e.g. thesis, lecture handout)

Meulenberg-Buskens, I. (1997). (Free Attitude Interview Technique). Workshop manual, Vista University, Education Department, Pretoria.

Fauzan, A. (2002). *Applying Realistic Mathematics Education (RME) in teaching geometry in Indonesian primary schools*. Unpublished doctoral dissertation, University of Twente, The Netherlands.

Conference paper (unpublished)

Churchland, P. S. (1998, March). *Ten unsolved problems in mathematics*. Paper presented at the Science of Mind Distinguished Lecture Series, University of California, Davis.

Dissertation or thesis

Bowie, L. (1998). *A Learning Theory Approach to Students' Misconception in Calculus.* Unpublished masters thesis, University of Cape Town, South Africa.

Government publication

South Africa. Department of Education. (1986). *National Education Policy Amendment Act 103*. Pretoria: Government Printer.

Audio/videocassette

Smeaton, R.F., & Porter, C. (1990). *Through the maze: a guide to information sources in education* (video-recording). Hull: University of Hull.

Article at a website

Dowling, P.C. (1996). *Baudrillard 1 – Piaget 0: cybernetics, subjectivity and the ascension*. Retrieved 17 July 2008 from http://www.ioe.ac.uk/ccs/ccsroot/ccs/dowling/1996.html

Newspaper article

Mahomed, H. (2001, October 28). Curriculum creates positive individualism. *Sunday Independent*, p. 7.