

## CURRICULUM VITAE

**Name:** Terezinha Nunes  
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### Employment Summary

*Current post:* Professor of Educational Studies, University of Oxford and Fellow of Harris-Manchester College (from October 2005).

*Previous post:* Professor of Psychology and Head of Department, Oxford Brookes University (April 2000-September 2005).

#### *Previous teaching and research posts*

Professor of Education, Child Development and Learning, Institute of Education, University of London (October, 1991, Lecturer, Senior Lecturer, 1993, Professor, 1996); Course Tutor for the Masters in Child Development (1993-1998); Research Tutor (1998-2000); Head of the Child Development and Learning Academic Group.

January to September, 1991, Research Fellow, School of Education, The Open University, Milton Keynes; February 1991 to December 1993: Tutor and Counsellor for the E820, Child Development Course.

1978-1990: Professor Adjunto IV (Associate Professor, top level) and Course Tutor (for several years) of the Masters programme in Psychology, Universidade Federal de Pernambuco. Head of the Pedagogical Centre of the Universidade Federal de Pernambuco (in charge of in-service teacher education programmes in co-operation with the State Board of Education; 1981-84).

1976-78: Professor Adjunto I (Associate Professor, initial level) at the Department of Psychology, Universidade Federal de Minas Gerais, and Head of the Centre of Applied Psychology (1977) of the same university.

1975: Adjunct Lecturer in the Department of Psychology, Brooklyn College, New York, and research assistant in the New York Infant Day Care Study (1973-75).

1976-1977: Head of the Institute of Child Development (an Institute for teaching and research on children with learning problems; Belo Horizonte, Brazil).

### Higher Education

*Undergraduate studies:* Bacharel em Psicologia (BSc in Psychology) and Psicóloga (Accredited Psychologist): Universidade Federal de Minas Gerais (1966/70).

*Post-graduate studies:* Masters of Arts in psychology, Hunter College, City University of New York (1975); Ph.D. in Psychology, The Graduate Center and University School, City University of New York (1976).

## **Fellowships**

Fulbright fellowship for doctoral studies (1971-1976); Visiting Fellow of Wolfson College, Oxford (1988/1989); Research Fellow, The Open University (1991); British Academy Research Reader (nominated in 2002).

## **International Committees**

Vice-President of the International Committee of the International Group for the Study of the Psychology of Mathematics Education, PME (1989-90) and member of the Committee (1986-1990). Member of the International Committee of the International Society for the Study of Behaviour Development, ISSBD (1989-96). Member of the International Committee of the Jean Piaget Society (2009-2011). Member of the Advisory Committee of the Fundação para Ciência e Tecnologia, Portugal (2012-).

## **Editorial Boards**

Associate Editor: *Human Development* (2006-)

Member of the editorial board of *The Quarterly Journal of the Laboratory of Comparative Human Cognition* (1986-1992), *British Journal of Developmental Psychology* (1989-1998), *Educational Studies in Mathematics* (1989-1995), *Learning and Instruction*. *The Journal of the European Association for Research on Learning and Instruction* (1990-1995); *Mind, Culture, and Activity* (since 1993); *For the learning of mathematics. An international journal of mathematics education* (2000-2004); *Cognitive development* (2000-2006); *International Journal of Behavioural Development* (2001-); *Human Development* (2003-2006); *British Journal of Educational Psychology* (2003-2006); *Journal of Deaf Studies and Deaf Education* (2005-); RELIME (2008-).

## **External Examining**

*Undergraduate*: Greenwich University (1999-2003) and *post-graduate*: Cambridge University, 2009-2001. I have examined PhD Theses for the Universities of Cambridge, Oxford, Bristol, London, Birmingham, Coimbra (Portugal), Barcelona (Spain), Federal de Pernambuco (Brazil), Grenoble (France) and Universidad Autónoma de Madrid (Spain).

## **Research Grants**

Nunes, T. (2013). Improving literacy and numeracy in Key Stage 1. Education Endowment Foundation.

Nunes, T., Bryant, P. & Evans, D. (2012). Developing quantitative reasoning in primary school. The Nuffield Foundation. May-August 2013.

Nunes, T. (2012). Children's understanding of probability and certainty. An exploratory study of a two-factor description of mathematical ability. John Fell Fund. June-August 2012.

Bryant, P. & Nunes, T. (2012). Numeracy experts to support the development of the national numeracy framework in Wales, Welsh DFE, contract number 001/CD/NUM/2012.

Nunes, T. & Bryant, P. (2012). Numeracy Testing suitable for children in Wales. Proposal to review numeracy testing suitable for children aged between 5 and 14. Welsh DFE, Contract No: qA972627/KA2011.

Nunes, T. (2012). Visiting Research Fellow at UNIBAN, São Paulo, Brazil. Awarded by FAPESP (Fundação de Amparo à Pesquisa de São Paulo).

Nunes, T., Bryant, P., Evans, D. (2011). Children's understanding of probability: An intervention study. The Nuffield Foundation, May 2011-April 2013.

Bryant, P. & Nunes, T. Children's understanding of probability. A research review prepared for the Nuffield Foundation. May-October 2010.

Nunes, T. & Bryant, P. The contributions of phonological and morphological knowledge to achievement in English KS2 and 3. British Academy. April-October 2010.

Nunes, T. ESRC-RNID Case studentship 1+3. Deaf primary school children's mathematics achievement. October 2008-September 2012.

Nunes, T., Bryant, P., & Sylva, K. The development of maths capabilities and confidence in primary school. DCSF. October 2008-May 2009.

Nunes, T. Bryant, P., Watson, A. Key understandings in mathematics learning during compulsory schooling in the U.K. April-October 2009. The Nuffield Foundation.

Nunes, T., Burman, D. & Evans, D. National Centre for Literacy and Numeracy Teaching for Deaf Children. NDCS. April 2008-March 2011.

Nunes, T., Sylva, K & Murphy, V. A test of the causal connection between students' awareness of morphology in their native language and their progress in second language learning. John Fell Fund, January -October 2008.

Nunes, T., Bryant, P., Pretzlik, U., & Melcher, D. Using deaf children's visual skills to promote mathematics learning: An early intervention project. RNID. September 2004-August 2007.

Nunes, T. & Hallett, D. Students' conceptual and procedural knowledge of fractions, John Fell fund, May-December 2006.

Nunes, T., Pretzlik, U., & Burman, D. Literacy teaching for deaf pupils: morphological and visual inputs. The Nuffield Foundation. September 2004-August 2006.

Howe, C., Nunes, T., & Bryant, P. The development of the understanding of intensive quantities. A Scottish extension to the TLRP programme led by T. Nunes and P. Bryant. 2006. June 03 - May 05.

Tsai, K-C, Nunes, T., & Bryant, P. The role of character awareness in learning to read Chinese. British Academy Collaborative Grant. June 2002-Dec 2004.

Pretzlik, U. & Nunes, T. Language development programmes that impact across the curriculum: Case studies in the Hillingdon Excellence Cluster. October 2002-September 2003.

Pretzlik, U., Nunes, T., & Bryant, P. E. Support to Best Practice Scholarship for 6 teachers in Lauriston Primary School, London. Sept. 2002-June 2003.

Nunes, T. & Pretzlik, U. A qualitative analysis of parents' personal concerns and expectations of cochlear implants. RNID. March – December 2002.

Nunes, T. British Academy Research Readership. October 2002-September 2004.

Nunes, T., Bryant, P., & Hurry, J. The role of awareness in the teaching and learning of literacy and numeracy. ESRC Teaching and Learning Research Programme. Jan 2001-Aug. 2004.

Pretzlik, U., Nunes, T., & Bryant, P. E. Support to Best Practice Scholarship for 6 teachers in Lauriston Primary School, London. Sept. 2001-June 2002.

Nunes, T. & Pretzlik, U. Validation of a parent outcome profile for the assessment of paediatric cochlear implantation. RNID. June 2000-Dec 2001.

Pretzlik, U., Nunes, T., & Bryant, P. E. Support to Best Practice Scholarship for 6 teachers in Lauriston Primary School, London. Sept. 2000-June 2001.

Nunes, T. & Bryant, P. Assessing a new treatment for dyslexic children. MRC, Sep 99 - Aug 2000.

Nunes, T. Addressing the communication needs of deaf children in the mathematics classroom. Nuffield Foundation. Jan 98 - Feb 2000.

Nunes, T. & Pretzlik, U. Deaf Children and Education. Research Administration, Institute of Education, Jan 99 - Feb 99.

Nunes, T. Integrating research and practice in literacy. Nuffield Foundation, Jan 97 - May 97.

Nunes, T. Integrating research and practice in literacy. ESRC, Jan 97 - Jan 99.

Nunes, T. Number signing and arithmetic. Nuffield Foundation, June 95 - Sept 96.

Nunes, T., Light, P., Sylva, K., & Mason, J. Children's understanding of the concept of area. ESRC, Nov 92 - Oct 96.

Nunes, T. & Bryant, P. Orthographic and syntactic knowledge in children. MRC, Sep 92 - Sep 95.

**Publications** (earlier publications under the name T. N. Carraher)

*Books and monographs.*

Nunes, T., & Bryant, P. (2009). *Children's reading and spelling. Beyond the first steps*. London: Wiley-Blackwell.

Nunes, T., & Bryant, P. (2006). *Improving literacy through teaching morphemes*. London: Routledge.

Nunes, T. & Bryant, P. (Eds., 2004). *Handbook of Children's Literacy*. Dordrecht (The Netherlands): Kluwer.

Nunes, T. (2004). *Teaching Mathematics to Deaf Children*. London: Wiley/Blackwell (translated into Greek).

Nunes, T., Campos, T. M. M., Magina, S., & Bryant, P. (2001). *Introdução à Educação Matemática. Os números e as operações numéricas* (An introduction to mathematics education: Number and operations). São Paulo: Proem Editora. (Nova edição: 2005, São Paulo, Editora Cortez.)

Magina, S., Campos, T. M. M., Nunes, T., & Gitirana, V. (2001). *Repensando a Adição e Subtração. Contribuições da teoria dos campos conceituais* (Rethinking the teaching of addition and subtraction in primary school). São Paulo: Proem Editora.

Nunes, T. (Ed, 1999). *Learning to Read: An Integrated View from Research and Practice*. Dordrecht (Netherlands), Kluwer.

Nunes, T. (1998). *Developing children's minds through literacy and numeracy. An inaugural lecture*. London: Institute of Education.

Nunes, T. & Bryant, P. (1997) *Las Matemáticas y su Aplicación: La perspectiva del niño*. Madrid. Spain: Siglo Veintiuno Editores.

Nunes, T. & Bryant, P. E. (Eds.,1997). *Learning and teaching mathematics. An international perspective*. Hove (UK): Psychology Press.

Nunes, T. & Bryant, P. E. (1996). *Children doing mathematics*. Oxford: Blackwell; translated into Portuguese by Artes Médicas, Porto Alegre, Brazil; translated into Spanish and Greek).

Nunes, T. (1994). *The environment of the child*. The Hague: Bernard van Leer Foundation. *Monograph of the series Occasional Papers*, nos. 5 (in English) and 6 (in Spanish).

Nunes, T., Schliemann, A. D., & Carraher, D.W. (1993). *Street mathematics and school mathematics*. New York: Cambridge University Press.

Nunes, T., Buarque, L. L. & Bryant, P. E. (1992). *Dificuldades de aprendizagem da leitura. Teoria e prática* (Difficulties in learning to read: Theory and practice. A review of the literature for psychologists and teachers; reprinted several times; 5,000 copies published by the Brazilian Ministry of Education for distribution to schools). São Paulo: Editora Cortez.

Carraher, T. N. (1989). *Sociedade e Inteligência*. São Paulo: Editora Cortez. (A text prepared for the undergraduate level on issues related to intelligence and society interpreted in the light of studies on culture and cognition; translated into Spanish by CIDE, Santiago, Chile).

Carraher, T. N.; Schliemann, A. D. & Carraher, D. W. (1988). *Na Vida, Dez; Na Escola, Zero. Os Contextos Culturais da Aprendizagem da Matemática*. São Paulo: Editora Cortez. (A collection of research studies by the authors written for the undergraduate level and for teachers on mathematical concepts and learning; 9th printing in 1995; translated into Spanish by Siglo XXI, Mexico; several printings.)

Carraher, T. N. (Ed.) (1983). *Aprender Pensando. Aplicações da Psicologia Cognitiva à Educação*. Petrópolis:

Editora Vozes (A collection of research papers about primary education topics written for undergraduates in psychology and prospective teachers; 8th printing in 1994).

Carraher, T. N. (1982). *O Método Clínico. Usando os exames de Piaget*. São Paulo: Cortez. (A text prepared for the undergraduate level to be used in teaching Piagetian theory through interviewing children and analysis of protocols of interviews).

### *Journal Articles*

Nunes, T., Bryant, P., Evans, D., Bell, D., & Hallett, D. (2013). Promovendo a compreensão da composição aditiva em crianças surdas. *Cadernos Cedes (Campinas, Brazil)*, 33(91), 319-332.

Bryant, P., Nunes, T., & Barros, R. (2013) The connection between children's learning about grapho-phonetic and morphemic units spelling rules and their achievements at school. *British Journal of Educational Psychology*, in press. DOI:10.1111/bjep.12030

Bryant, P., Nunes, T., Hillier, J., Gilroy, C., Barros, R. (2013). The importance of being able to deal with variables in learning science. *International Journal of Science and Mathematics Education*, in press. DOI: 10.1007/s10763-013-9469-x

Watanabe, A., Nunes, T. & Abreu, G. (2013) Japanese parents' perception of disclosing the diagnosis of cancer to their children. *Clinical Child Psychology and Psychiatry*, first published on January 7, 2013, doi: 10.1177/1359104512470599; on-line version <http://ccp.sagepub.com/content/early/2013/01/03/1359104512470599>

Campos, T. M. M., Nunes, T., Costa, N. M. L. d., & Ceragioli, L. (2012). A Representação de Quantidades Menores do que uma Unidade. *Acta Scientiae*, 14, 363-373.

Hallett, D., Nunes, T., Bryant, P., & Thorpe, C. M. (2012). Individual Differences in Conceptual and Procedural Fraction Understanding: The Role of Abilities and School Experience. *Journal of Experimental Child Psychology*, 113, 469-486.

Nunes, T., Bryant, P., Barros, R. (2012). The development of word recognition and its significance for later reading skills. *Journal of Educational Psychology*, 104, 959-973. DOI: 10.1037/a0027412.

Nunes, T., Bryant, P., Evans, D., Bell, D., & Barros, R. (2012). Teaching children how to include the inversion principle in their reasoning about quantitative relations. *Educational Studies in Mathematics*, 79, 371–388.

Howe, C., Nunes, T., & Bryant, P. (2011). Rational number and proportional reasoning: Using intensive quantities to promote achievement in mathematics and science. *International Journal of Science and Mathematics Education*, 9, 391-417.

Nunes, T., Bryant, P., Barros, R., & Sylva, K. (2011). The relative importance of two different mathematical abilities to mathematical achievement. *British Journal of Educational Psychology*, 82, 136–156.

- Gottardis, L., Nunes, T., & Lunt, I. (2011). A Synthesis of Research on Deaf and Hearing Children's Mathematical Achievement. *Deafness & Education International*, 13, 131-150.
- Nunes, T., & Bryant, P. (2011). Understanding risk and uncertainty: The importance of correlations. *Em Teia*, 2, 1-24.
- Nunes, T. (2011). Can deaf children's working memory span be increased? *BATOD Magazine (British Association of Teachers of the Deaf)*, December, 30-31.
- Nunes, T. (2011). Mastering the key concepts. *British Association of Teachers of the Deaf Magazine*, 24-25.
- Nunes, T. (2011). Diálogo entre pesquisa e escola. *Pátio*, 57, 18-20.
- Howe, C., Nunes, T., & Bryant, P. (2010). Intensive quantities: Why they matter to developmental research. *British Journal of Developmental Psychology*, 28, 307-329.
- Nunes, T., Bryant, P., & Evans, D. (2010). Morphological knowledge and learning new words. *Revista Portuguesa de Pedagogia & Psicológica, Special joint volume*, 67-74.
- Nunes, T., Bryant, P., Evans, D., & Bell, D. (2010). The scheme of correspondence and its role in children's mathematics. *British Journal of Educational Psychology - Monograph Series II, Number 7 - Understanding number development and difficulties*, 83-99.
- Howe, C., Nunes, T., Bryant, P., Bell, D., & Desli, D. (2010). Intensive quantities: Towards their recognition at primary school level *British Journal of Educational Psychology - Monograph Series II, Number 7 - Understanding number development and difficulties*, 101-118.
- Hallett, D., Nunes, T., & Bryant, P. (2010). Individual Differences in Conceptual and Procedural Knowledge When Learning Fractions. *Journal of Educational Psychology* 102, 395-406.
- Nunes, T. (2010). Learning from experts. *Numeracy Briefing. Supporting Teachers and Managers of Adult Numeracy*, 18, 12-13.
- Nunest, T. (2010). Morpheme trials. *BATOD Magazine*, March, 24-25.
- Nunes, T., Bryant, P., Hallett, D., Bell, D., & Evans, D. (2009). Teaching Children about the Inverse Relation between Addition and Subtraction. *Mathematics Thinking and Learning*, 11, 61-78.
- Nunes, T., & Bryant, P. (2008). Rational Numbers and Intensive Quantities: Challenges and Insights to Pupils' Implicit Knowledge. *Anales de Psicologia*, 24(2), 262-270.
- Nunes, T. (2008). A természetes számok megértése [Understanding rational numbers]. *Magyar Pedagógia*, 108(1), 5-27.
- Nunes, T., Bryant, P., Burman, D., Bell, D., Evans, D., & Hallett, D. (2008). Deaf Children's Informal Knowledge of Multiplicative Reasoning. *Journal of Deaf Studies and Deaf Education*, 14, 260-277.

- Rosa, J. M. & Nunes, T. (2008) Morphological priming effects on children's spelling. *Reading and writing*, 21, 763-781.
- Burman, D., Evans, D., & Nunes, T. (2008). Assessing Deaf Children's Writing in Primary School: Grammar and Story Development. *Deafness and Education International*, 10, 93-110.
- Nunes, T., Bryant, P., Evans, D., Bell, D., Gardner, S., Gardner, A., & Carraher, J. (2007). The Contribution of Logical Reasoning to the Learning of Mathematics in Primary School. *British Journal of Developmental Psychology*, 25, 147-166.
- Burman, D., Nunes, T., & Evans, D. (2007). Writing Profiles of Deaf Children Taught through British Sign Language. *Deafness and Education International*, 9, 2-23.
- Nunes, T. (2007). Boosting maths skills. *BATOD Magazine* (January), 3-4.
- Nunes, T., Bryant, P., & Bindman, M. (2006) The effects of learning to spell on children's awareness of morphology. *Reading and Writing*, 19, 767-787.
- Kornilaki, E. & Nunes, T. (2005). Generalising principles in spite of procedural differences: Children's understanding of division. *Cognitive Development*, 20, 388-406.
- Nunes, T. (2005). What we learn in school: The socialization of cognition. *International Society for the Study of Behavioural Development Newsletter*, 29(3), 10-12.
- Hurry, J., Bryant, P., Curno, T., Nunes, T., Parker, M. and Pretzlik, U. (2005) Teaching and Learning Literacy. *Research Papers in Education*, 20(2), 187-206.
- Nunes, T., Pretzlik, U., & Ilicak, S. (2005). Validation of a parent outcome questionnaire from pediatric cochlear implantation. *Journal of Deaf Studies and Deaf Education*, 10, 3-12.
- Ramos, C., Nunes, T., & Sim-Sim, I. (2004). A relação entre a consciência fonológica e as conceptualizações de escrita em crianças dos 4 aos 6 anos de idade. *Da Investigação às práticas. Estudos de Natureza Educacional*, 5, 13-34.
- Abreu, G., Nunes, T., & Rosa, J. (2004). Desenvolvimento da escrita: Criação e validação de um teste de avaliação da escrita do segundo ao quarto ano. *Da Investigação às práticas. Estudos de Natureza Educacional*, 5, 35-50.
- Castro, A., Nunes, T., & Strecht-Ribeiro, O. (2004). Relação entre consciência gramatical na linguagem materna e progresso na aprendizagem de uma língua estrangeira. *Da Investigação às práticas. Estudos de Natureza Educacional*, 5, 51-66.
- Cruz, I., Nunes, T., Pretzlik, U., & Nabuco, M. E. (2004). Influências do contexto da educação de infância na formação do auto-conceito da criança como aprendiz. *Da Investigação às práticas. Estudos de Natureza Educacional*, 5, 111-129.
- Nunes, T. (2004). Domain-general and domain specific processes in cognitive Development. *Human Development*, 47, 370-375.





- Park, J. & Nunes, T. (2001). The development of the concept of multiplication. *Cognitive Development*, 16, 1-11.
- Bryant, P., Nunes, T., & Bindman, M. (2000). The relations between children's linguistic awareness and spelling: The case of the apostrophe. *Reading and Writing*, 12, 253-276.
- Nunes, T. & Bryant, P. (2000) A step after phonics. *Literacy Today*, 24, 24-25.
- Bryant, P. E., Nunes, T., & Snaith, R. (2000). Children learn an untaught rule of spelling. *Nature*, 403, 6766, pp.157.
- Nunes, T. (1999). Mathematics learning as the socialization of the mind. *Mind, Culture, and Activity* 6(1): 33-52.
- Correa, J., Nunes, T., & Bryant, P. (1998). Young children's understanding of division: The relationship between division terms in a noncomputational task. *Journal of Educational Psychology*, 90, 321-329.
- Bryant, P., Nunes, T., & Bindman, M. (1998). Awareness of language in children who have reading difficulties: Historical comparisons in a longitudinal study. *Journal of Child Psychology and Psychiatry*, 39, 501-510.
- Nunes, T. (1998). A criança deve aprender pensando. *Patio*, 4, 22-25.
- Chan, L. & Nunes, T. (1998). Children's understanding of formal and functional constraints in written Chinese. *Applied Psycholinguistics*, 19, 115-131.
- Nunes, T. (1998). Developing children's minds through literacy and numeracy. *Education Journal*, 21, 26-27.
- Nunes, T. & Moreno, C. (1998). The signed algorithm and its bugs. *Educational Studies in Mathematics*, 35, 85-92.
- Nunes, T., Bryant, P. E., & Bindman, M. (1997). Learning to spell regular and irregular verbs. *Reading and Writing*, 9, 427-449.
- Bryant, P. E., Nunes, T., & Bindman, M. (1997). Backward readers' awareness of language: strengths and weaknesses. *European Journal of Educational Psychology*, 12, 357-372.
- Nunes, T. (1997). Do teachers really know how children learn? *Parliamentary Brief*, 5, 44-45.
- Nunes, T. & Moreno, C. (1997). Solving word problems with different ways of representing the task. *Equals. Mathematics and special educational needs*, 3 (2), 15-17.
- Nunes, T. & Moreno, C. (1997). Is hearing impairment a cause of difficulty in learning mathematics? *Equals. Mathematics and special educational needs*, 3 (1), 15-16.
- Nunes, T., Bryant, P., & Bindman, M. (1997). Morphological spelling strategies: Developmental stages

and processes. *Developmental Psychology*, 33, 4, 637-649.

Bryant, P., Devine, M., Ledward, A., & Nunes, T. (1997). Spelling with apostrophes and understanding possession. *British Journal of Educational Psychology*, 67, 91-110.

Nunes, T., (1996). Mathematics learning as the socialization of the mind. *Pensamiento Educativo*, 19, 267-307.

Nunes, T. (1995). Spelling: Beyond the first years. *The Montessori Society Review*, 6, 12-16.

Nunes, T. (1995). Cultural practices and the conception of individual differences: Theoretical and empirical considerations. *New Directions for Child Development*, 67, 91-104.

Nunes, T. & Bryant, P. E. (1995). Do problem situations influence children's understanding of the commutativity of multiplication? *Mathematical Cognition*, 1, 245-260.

Nunes, T., Light, P., & Mason, J. (1995). Measurement as a social process. *Cognition and Instruction*, 13, 585-587.

Nunes, T. (1994). O papel da representação na resolução de problemas (The role of representation in problem solving). *Dynamis*, 1, 19-27.

Allerton, M. & Nunes, T. (1994). Another brick in the wall. *Junior Education*, 18, 26-27.

Nunes, T. (1994). O ambiente da criança. *Cadernos de Pesquisa*, 89, 5-23.

Nunes, T. (1994). The environment of the child. *International Journal of Early Years Education*, 2, 3-37.

Nunes, T. (1993). Psychology in Latin America: The case of Brazil. *Psychology and Developing Societies*, 5, 123-134.

Nunes, T., Light, P., & Mason, J. (1993). Tools for thought: The measurement of length and area. *Learning and Instruction*, 3, 39-54.

Nunes, T. (1992). Cognitive invariants and cultural variation in mathematical concepts. *International Journal of Behavioral Development*, 15, 433-453.

Nunes, T. & Bryant, P. E. (1991) Correspondência. Um esquema quantitativo básico (One-to-one correspondence as a basic quantitative schema). *Psicologia, Teoria e Pesquisa*, 7, 273-284.

Nunes, T. (1991) Construtivismo e alfabetização. Um balanço crítico (Constructivism and learning to read. A critical analysis). *Educação em Revista*, 12, 21-32.

Schliemann, A. D. & Nunes, T. (1990) A situated scheme of proportionality. *British Journal of Developmental Psychology*, 8, 259-268.

Carraher, T. N. & Spinillo, A. G. (1990) Níveis de significação social e resultados experimentais em psicolinguística (Pragmatics and experimental studies in psycholinguistics). *Psicologia: Teoria e Pesquisa*, 5,

1, 21-29.

Carraher, T. N. (1989). Negotiating the results of mathematical computations. *International Journal of Educational Research*, 13, 627-646.

Carraher, T. N. (1989) The cross-fertilization of research paradigms. *Cognition and Instruction*, 6, 4, 319-324.

Carraher, T. N., Schliemann, A. D. & Carraher, D. W. (1988). Mathematical concepts in everyday life. *New Directions for Child Development*, 41, 71-87.

Carraher, T. N. & Meira, L. L. (1989) Learning computer languages and concepts. *The Quarterly Newsletter of the Laboratory of comparative Human Cognition*, 11, 1-7.

Carraher, T. N. & Schliemann, A. D. (1988). Using money to teach about the decimal system. *Arithmetic Teacher*, 36, 4, 42-43.

Carraher, T. N. & Schliemann, A. D. (1988) Culture, arithmetic and mathematical models. *Cultural Dynamics*, 1, 2, 180-194.

Carraher, T. N. (1987) Desenvolvimento cognitivo e ensino de ciências (Cognitive development and science teaching). *Educacao em Revista*, 5, 1-32.

Carraher, T. N., Carraher, D. W. & Schliemann, A. D. (1987). Written and oral mathematics. *Journal for Research in Mathematics Education*, 18, 2, 83-97.

Carraher, T. N. (1987). Theoretical and empirical approaches to causality: The case of segmental analysis and literacy. *European Bulletin of Cognitive Psychology*, 7, 5, 456-461.

Carraher, T. N. (1987) Psicologia e didática: predominância, superação, omissão (Psychology and pedagogy: Different forms of Cupertino). *Educacao Brasileira*, 8, 18, 163-174.

Carraher, T. N. (1986). From drawings to buildings: Working with mathematical scales. *International Journal of Behavioral Development*, 9, 527-544.

Carraher, T. N., Carraher, D. W. & Schliemann, A. D. (1986). Escola, cultura, ideologia e cognição (Schooling, culture, ideology, and cognition). *Cadernos de Pesquisa*, 57, 78-85.

Carraher, T. N., Carraher, D. W. & Schliemann, A. D. (1986). Proporcionalidade na educação científica e matemática, III: aprendizagem e desenvolvimento cognitivo (Proportionality in mathematics and science education: Learning and cognitive development). *Revista Brasileira de Estudos Pedagógicos*, 67, 157, 586-602.

Carraher, T. N., Schliemann, A. D. & Carraher, D. W. (1986). Proporcionalidade na educação científica e matemática, II: Uma análise de tarefas piagetianas (Proportionality in mathematics and science education: An analysis of Piagetian tasks). *Revista Brasileira de Estudos Pedagógicos*, 67, 156, 367-379.

- Carraher, T. N., Carraher, d. W. & Schliemann, A. D. (1986). Proporcionalidade na educação científica e matemática, I: quantidades medidas por razões (Proportionality in mathematics and science education: Quantities measured by ratios). *Revista Brasileira de Estudos Pedagógicos*, 67, 155, 93-107.
- Carraher, T. N. (1985). Exploracoes sobre o desenvolvimento da competencia em ortografia em portugues (Exploring spelling in Portuguese through error analysis). *Psicologia, Teoria e Pesquisa*, 1, 3, 269-285.
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## **Awards**

British Academy Research Reader, January 2002-December 2004.

National award (diploma) for outstanding research in education, awarded by the National Institute of Educational Research (INEP), Brazilian Ministry of Education, 1988.

National award (medal) for services (research work) rendered to education, awarded by the National Foundation in Support of Students (FAE), Brazilian Ministry of Education, 1985.

Best monograph of the year on poverty and reading acquisition, awarded by the Brazilian Society for the Advancement of Science (SBPC), 1984.