

Section I:

Mathematics education and technology-based learning

The conflict between conceptual and procedural knowledge: Should we need to understand in order to be able to do, or vice versa?

Lenni Haapasalo, University of Joensuu 1

Linking procedural and conceptual knowledge

*Djordje Kadijevich, Megatrend University
of Applied Sciences, Belgrade 21*

On the genesis of mathematics and mathematical thinking - a network of motives and activities drawn from the history of mathematics

Bernd Zimmermann, Friedrich-Schiller-University of Jena 29

Using computer applications as versatile tools for constructivist learning environment

*Jozef Hvorecky, City University Bellevue, Bratislava
and University of Liverpool 48*

Challenging children's thinking activities in innovative technology-supported environments

Martti Siekkinen, University of Joensuu 58

Finnish mathematics results in TIMMS 1999 – a more detailed analysis

Jukka Törnroos, University of Jyväskylä 64

Procedural thinking in solving linear equations

Kauko Hihnala, University of Jyväskylä 74

Finnish students' mathematical literacy in PISA 2000 study

Pekka Kupari, University of Jyväskylä 83

Designing tools for testing with open-ended questions using JAVA technology

*Vladimir A. Tarassov, Karelian State Pedagogical University,
and Vladimir V. Tarassov, Umeå University..... 91*

Section II: Science education

Epistemic demands in science education

Kari Sormunen, University of Joensuu 99

The place of 'knowledge about science' in science education

Jim Ryder, University of Leeds 114

Representing chemistry – chemical equations and formulae

John Oversby, University of Reading 124

Using the force concept inventory to characterise students' conceptual coherence

Antti Savinainen and Jouni Viiri, University of Joensuu 142

Conceptions of the cosmos

Ikka Korventausta, University of Helsinki 153

Teaching and studying physics and chemistry in upper secondary schools: a survey of the students' perspective in Finland

Jari Lavonen, Kalle Juuti, Reijo Byman, Veijo Meisalo, Ismo Koponen and Sanna Saloranta, University of Helsinki 162

Development of computer courses in practical physics under the conditions of distance learning by the means of JAVA technology

Alexey S. Kyurshunov, Karelian State Pedagogical University 184