

Contents

Rationale of the mathematical joke <i>Andrew Aberdein</i>	1
Interpreting Naproche – An algorithmic approach to the derivation-indicator view <i>Merlin Carl and Peter Koepke</i>	7
Applying the GC combined reasoning framework to mathematical discovery <i>John Charnley</i>	11
Origins of spatial–numerical bias <i>Martin H. Fischer and Peter Brugger</i>	14
Singing numbers ... in cognitive space <i>Martin H. Fischer, Marianna Riello, Bruno L. Giordano and Elena Rusconi</i>	16
Interpretation is an action: Understanding diagrams by manipulating them <i>Valeria Giardino</i>	18
The body in Renaissance arithmetic: From mnemonics to embodied cognition <i>Albrecht Heeffer</i>	21
Dynamic construals, static formalisms: Evidence from co-speech gesture during mathematical proving <i>Tyler Marghetis and Rafael Núñez</i>	23
If learning maths requires a teacher, where did the first teachers come from? <i>Aaron Sloman</i>	30