

# Brent Davis

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10486412/publications.pdf>

Version: 2024-02-01

52  
papers

1,845  
citations

361296

20  
h-index

315616

38  
g-index

53  
all docs

53  
docs citations

53  
times ranked

828  
citing authors

#	ARTICLE	IF	CITATIONS
1	Discourses on Learning in Education: Making Sense of a Landscape of Difference. <i>Frontiers in Education</i> , 2021, 6, .	1.2	1
2	The central position of education in knowledge mobilization: insights from network analyses of spatial reasoning research across disciplines. <i>Scientometrics</i> , 2020, 125, 2323-2347.	1.6	0
3	Evaluating the impact of a Spatial Reasoning Mathematics Program (SRMP) intervention in the primary school. <i>Mathematics Education Research Journal</i> , 2020, 32, 285-305.	0.9	19
4	Towards a framework for spatial reasoning and primary mathematics learning: an analytical synthesis of intervention studies. <i>Mathematics Education Research Journal</i> , 2020, , 1.	0.9	6
5	Complexity in Mathematics Education. , 2020, , 113-117.		0
6	Procedural Steps, Conceptual Steps, and Critical Discernments: A Necessary Evolution of School Mathematics in the Information Age. <i>Mathematics in Mind</i> , 2020, , 185-218.	0.1	0
7	Number Work: Recovering the Original Complexity of Learning Arithmetic. <i>Mathematics in Mind</i> , 2019, , 99-118.	0.1	0
8	Methodological Pluralism and Graduate Student Research in Education. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2019, , 1-18.	0.2	0
9	On the many metaphors of learning and their associated educational frames. <i>Journal of Curriculum Studies</i> , 2018, 50, 182-203.	1.2	9
10	Connecting mathematics learning through spatial reasoning. <i>Mathematics Education Research Journal</i> , 2018, 30, 77-87.	0.9	33
11	Complexity in Mathematics Education. , 2018, , 1-5.		0
12	Coding Robots as a Source of Instantiations for Arithmetic. <i>Digital Experiences in Mathematics Education</i> , 2018, 4, 71-86.	1.0	18
13	Understanding gaps in research networks: using spatial reasoning as a window into the importance of networked educational research. <i>Educational Studies in Mathematics</i> , 2017, 95, 143-161.	1.8	42
14	Multidisciplinary Perspectives on a Video Case of Children Designing and Coding for Robotics. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2017, 17, 165-178.	0.6	6
15	Enactivism, Spatial Reasoning and Coding. <i>Digital Experiences in Mathematics Education</i> , 2016, 2, 1-20.	1.0	34
16	Accumulation of experience in a vast number of cases: enactivism as a fit framework for the study of spatial reasoning in mathematics education. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 269-279.	1.3	22
17	Exponentiation: A New Basic?. <i>Mathematics Teaching in the Middle School</i> , 2015, 21, 34-41.	0.2	2
18	Complexity in Mathematics Education. , 2014, , 87-91.		2

#	ARTICLE	IF	CITATIONS
19	Profound understanding of emergent mathematics: broadening the construct of teachers'™ disciplinary knowledge. <i>Educational Studies in Mathematics</i> , 2013, 82, 245-265.	1.8	32
20	Understanding school districts as learning systems: Some lessons from three cases of complex transformation. <i>Journal of Educational Change</i> , 2012, 13, 373-399.	2.5	23
21	Virtually real: learning ethicality in an online fan community. <i>Pedagogies</i> , 2011, 6, 16-29.	0.4	1
22	Mathematics Teachers' Subtle, Complex Disciplinary Knowledge. <i>Science</i> , 2011, 332, 1506-1507.	6.0	14
23	Feeling number: grounding number sense in a sense of quantity. <i>Educational Studies in Mathematics</i> , 2010, 74, 39-51.	1.8	24
24	â€œIf things were simpleâ€œ.â€œf.â€œf.â€œf.â€œ™: complexity in education. <i>Journal of Evaluation in Clinical Practice</i> , 2010, 16, 856-860.	0.9	59
25	Interpreting Embodied Mathematics Using Network Theory: Implications for Mathematics Education. <i>Complicity: an International Journal of Complexity in Education</i> , 2010, 7, .	0.4	17
26	Complexity and Education: Vital simultaneities. <i>Educational Philosophy and Theory</i> , 2008, 40, 50-65.	1.3	45
27	Is 1 a Prime Number? Developing Teacher Knowledge through Concept Study. <i>Mathematics Teaching in the Middle School</i> , 2008, 14, 86-91.	0.2	16
28	Complexity Science and Education: Reconceptualizing the Teacher's™ Role in Learning. <i>Interchange</i> , 2007, 38, 53-67.	1.0	40
29	Normalizing literary responses in the teacher education classroom. <i>Changing English</i> , 2006, 13, 55-67.	0.2	15
30	Mathematics-for-Teaching: an Ongoing Investigation of the Mathematics that Teachers (Need to) Know. <i>Educational Studies in Mathematics</i> , 2006, 61, 293-319.	1.8	180
31	Trois attitudes dans la recherche en Ã©ducation: autour de Â«ÂªÂª™expliciteÂªÂª», de Â«ÂªÂª™impliciteÂªÂª» et de la Â«ÂªcomplicitÃ©ÂªÂª». <i>Revue Des Sciences De L'Ã©ducation</i> , 2005, 31, 397-416.	0.2	4
32	Challenging images of knowing: complexity science and educational research. <i>International Journal of Qualitative Studies in Education</i> , 2005, 18, 305-321.	0.8	60
33	Complexity science and educational action research: toward a pragmatics of transformation. <i>Educational Action Research</i> , 2005, 13, 453-466.	0.8	38
34	Becoming More Curious About Learning. <i>Journal of Curriculum and Pedagogy</i> , 2004, 1, 26-30.	1.0	2
35	Understanding Learning Systems: Mathematics Education and Complexity Science. <i>Journal for Research in Mathematics Education</i> , 2003, 34, 137.	1.0	185
36	Why Aren't They Getting This? Working through the regressive myths of constructivist pedagogy. <i>Teaching Education</i> , 2003, 14, 123-140.	0.9	69

#	ARTICLE	IF	CITATIONS
37	A REPLY Listening to How You're Heard: On translations, mistranslations, and really bad mistranslations. <i>Teaching Education</i> , 2003, 14, 149-152.	0.9	1
38	Obstacles to the Dissemination of Mathematics Education Research. , 2003, , 593-634.		6
39	Rhythms of knowing: toward an ecological theory of learning in action research. <i>Educational Action Research</i> , 2002, 10, 353-372.	0.8	2
40	CONSTRUCTIVIST DISCOURSES AND THE FIELD OF EDUCATION: PROBLEMS AND POSSIBILITIES. <i>Educational Theory</i> , 2002, 52, 409-428.	0.2	83
41	Learning communities: Understanding the workplace as a complex system. <i>New Directions for Adult and Continuing Education</i> , 2001, 2001, 85.	0.5	28
42	Curriculum forms: On the assumed shapes of knowing and knowledge. <i>Journal of Curriculum Studies</i> , 2000, 32, 821-845.	1.2	46
43	Interrupting Heteronormativity: Toward a Queer Curriculum Theory. <i>Curriculum Inquiry</i> , 1999, 29, 191-208.	0.8	133
44	Basic Irony: Examining the Foundations of School Mathematics With Preservice Teachers. <i>Journal of Mathematics Teacher Education</i> , 1999, 2, 25-48.	1.0	9
45	Fractal Cards: A Space for Exploration in Geometry and Discrete Mathematics. <i>The Mathematics Teacher</i> , 1998, 91, 102-108.	0.1	10
46	Enactivist theory and community learning: toward a complexified understanding of action research. <i>Educational Action Research</i> , 1997, 5, 403-422.	0.8	42
47	Cognition, Complexity, and Teacher Education. <i>Harvard Educational Review</i> , 1997, 67, 105-126.	0.8	241
48	Complexity and Education: Vital Simultaneities. , 0, , 46-61.		5
49	Ideas as Species. , 0, , 237-250.		1
50	Engaging Minds. , 0, , .		56
51	Spatial Reasoning in the Early Years. , 0, , .		46
52	Inventions of Teaching. , 0, , .		118