

Paul Cobb

List of Publications by Year in descending order

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50
papers

9,374
citations

159358

30
h-index

264894

42
g-index

56
all docs

56
docs citations

56
times ranked

3684
citing authors

#	ARTICLE	IF	CITATIONS
1	Design Experiments in Educational Research. Educational Researcher, 2003, 32, 9-13.	3.3	2,160
2	Cognitive and Situated Learning Perspectives in Theory and Practice. Educational Researcher, 1999, 28, 4-15.	3.3	1,189
3	Where Is the Mind? Constructivist and Sociocultural Perspectives on Mathematical Development. Educational Researcher, 1994, 23, 13-20.	3.3	1,103
4	Sociomathematical Norms, Argumentation, and Autonomy in Mathematics. Journal for Research in Mathematics Education, 1996, 27, 458.	1.0	826
5	Sociomathematical Norms, Argumentation, and Autonomy in Mathematics. Journal for Research in Mathematics Education, 1996, 27, 458-477.	1.0	374
6	Constructivist, emergent, and sociocultural perspectives in the context of developmental research. Educational Psychologist, 1996, 31, 175-190.	4.7	355
7	Situating Teachers'™ Instructional Practices in the Institutional Setting of the School and District. Educational Researcher, 2003, 32, 13-24.	3.3	355
8	Ontological Innovation and the Role of Theory in Design Experiments. Journal of the Learning Sciences, 2004, 13, 77-103.	2.0	315
9	Participating in Classroom Mathematical Practices. Journal of the Learning Sciences, 2001, 10, 113-163.	2.0	285
10	Characteristics of Classroom Mathematics Traditions: An Interactional Analysis. American Educational Research Journal, 1992, 29, 573-604.	1.6	254
11	Individual and Collective Mathematical Development: The Case of Statistical Data Analysis. Mathematical Thinking and Learning, 1999, 1, 5-43.	0.7	215
12	Constructivist, emergent, and sociocultural perspectives in the context of developmental research. Educational Psychologist, 1996, 31, 175-190.	4.7	137
13	The Constructivist Researcher as Teacher and Model Builder. Journal for Research in Mathematics Education, 1983, 14, 83.	1.0	131
14	Learning About Statistical Covariation. Cognition and Instruction, 2003, 21, 1-78.	1.9	126
15	A method for conducting longitudinal analyses of classroom videorecordings and transcripts. Educational Studies in Mathematics, 1996, 30, 213-228.	1.8	122
16	An Analysis of Development of Sociomathematical Norms in One First-Grade Classroom. Journal for Research in Mathematics Education, 2001, 32, 236.	1.0	120
17	Interaction and learning in mathematics classroom situations. Educational Studies in Mathematics, 1992, 23, 99-122.	1.8	118
18	A Relational Perspective on Issues of Cultural Diversity and Equity as They Play Out in the Mathematics Classroom. Mathematical Thinking and Learning, 2002, 4, 249-284.	0.7	91

#	ARTICLE	IF	CITATIONS
19	Cultivating Students' Discipline-Specific Dispositions as a Critical Goal for Pedagogy and Equity. <i>Pedagogies</i> , 2006, 1, 49-57.	0.4	90
20	Conducting Design Experiments to Support Teachers' Learning: A Reflection From the Field. <i>Journal of the Learning Sciences</i> , 2009, 18, 165-199.	2.0	85
21	The Evolution of Mathematical Practices: A Case Study. <i>Cognition and Instruction</i> , 1999, 17, 25-66.	1.9	78
22	Participating in Classroom Mathematical Practices. , 2010, , 117-163.		66
23	Reasoning With Tools and Inscriptions. <i>Journal of the Learning Sciences</i> , 2002, 11, 187-215.	2.0	63
24	Young Children's Emotional Acts While Engaged in Mathematical Problem Solving. , 1989, , 117-148.		63
25	The Contextual Nature of Teaching: Mathematics and Reading Instruction in One Second-Grade Classroom. <i>Elementary School Journal</i> , 1990, 90, 497-513.	0.9	62
26	Analogies from the philosophy and sociology of science for understanding classroom life. <i>Science Education</i> , 1991, 75, 23-44.	1.8	61
27	Continuing the Conversation: A Response to Smith. <i>Educational Researcher</i> , 1995, 24, 25-27.	3.3	60
28	Supporting Students' Ability to Reason about Data. <i>Educational Studies in Mathematics</i> , 2001, 45, 103-129.	1.8	50
29	Negotiating Identities for Mathematics Teaching in the Context of Professional Development. <i>Journal for Research in Mathematics Education</i> , 2011, 42, 270-304.	1.0	49
30	Reasoning With Tools and Inscriptions. <i>Journal of the Learning Sciences</i> , 2002, 11, 187-215.	2.0	43
31	A cross-cultural investigation into the development of place-value concepts of children in Taiwan and the United States. <i>Educational Studies in Mathematics</i> , 1995, 28, 1-33.	1.8	38
32	Learning From Distributed Theories of Intelligence. <i>Mind, Culture, and Activity</i> , 1998, 5, 187-204.	1.1	38
33	An Approach for Supporting Teachers' Learning in Social Context. , 2001, , 207-231.		37
34	Learning from and Adapting the Theory of Realistic Mathematics education. <i>Education Et Didactique</i> , 2008, , 105-124.	0.1	28
35	The interactive constitution of mathematical meaning in one second grade classroom: an illustrative example. <i>Journal of Mathematical Behavior</i> , 1998, 17, 469-488.	0.5	21
36	The Collective Mediation of a High-Stakes Accountability Program: Communities and Networks of Practice. <i>Mind, Culture, and Activity</i> , 2006, 13, 80-100.	1.1	20

#	ARTICLE	IF	CITATIONS
37	Supporting teachers' use of research-based instructional sequences. ZDM - International Journal on Mathematics Education, 2015, 47, 1027-1038.	1.3	19
38	A constructivist perspective on information-processing theories of mathematical activity. International Journal of Educational Research, 1990, 14, 67-92.	1.2	18
39	Classroom video in teacher professional development program: community documental genesis perspective. ZDM - International Journal on Mathematics Education, 2013, 45, 1017-1029.	1.3	14
40	Two Views of Culture and Their Implications for Mathematics Teaching and Learning. Urban Education, 2019, 54, 860-884.	1.2	14
41	Culture, Identity, and Equity in the Mathematics Classroom. , 2010, , 179-195.		14
42	Learning from Distributed Theories of Intelligence. , 2010, , 85-105.		11
43	Theories of Knowledge and Instructional Design: A Response to Colliver. Teaching and Learning in Medicine, 2002, 14, 52-55.	1.3	9
44	Research in Mathematics Education. , 2014, , 545-564.		9
45	Educational Design Research to Support System-Wide Instructional Improvement. Advances in Mathematics Education, 2015, , 497-530.	0.2	8
46	Construction individuelle, acculturation mathématique et communauté scolaire. Revue Des Sciences De L'Éducation, 1994, 20, 41-61.	0.2	6
47	Constructivism and Activity Theory: A Consideration of Their Similarities and Differences as They Relate to Mathematics Education. Mathematics Education Library, 1996, , 10-58.	0.3	6
48	The Relevance of Practice: A Response to Orton. Journal for Research in Mathematics Education, 1995, 26, 230.	1.0	5
49	Mathematics Teachers as Instructional Designers: What Does It Take?. , 2011, , 323-341.		5
50	Research in Mathematics Education. , 2022, , 467-485.		0