

Paul Cobb

List of Publications by Year in descending order

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Version: 2024-02-01

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	Research in Mathematics Education. , 2022, , 467-485.		0
2	Two Views of Culture and Their Implications for Mathematics Teaching and Learning. Urban Education, 2019, 54, 860-884.	1.2	14
3	Supporting teachers'™ use of research-based instructional sequences. ZDM - International Journal on Mathematics Education, 2015, 47, 1027-1038.	1.3	19
4	Educational Design Research to Support System-Wide Instructional Improvement. Advances in Mathematics Education, 2015, , 497-530.	0.2	8
5	Research in Mathematics Education. , 2014, , 545-564.		9
6	Classroom video in teacher professional development program: community documentational genesis perspective. ZDM - International Journal on Mathematics Education, 2013, 45, 1017-1029.	1.3	14
7	Negotiating Identities for Mathematics Teaching in the Context of Professional Development. Journal for Research in Mathematics Education, 2011, 42, 270-304.	1.0	49
8	Mathematics Teachers as Instructional Designers: What Does It Take?. , 2011, , 323-341.		5
9	Learning from Distributed Theories of Intelligence. , 2010, , 85-105.		11
10	Participating in Classroom Mathematical Practices. , 2010, , 117-163.		66
11	Culture, Identity, and Equity in the Mathematics Classroom. , 2010, , 179-195.		14
12	Conducting Design Experiments to Support Teachers' Learning: A Reflection From the Field. Journal of the Learning Sciences, 2009, 18, 165-199.	2.0	85
13	Learning from and Adapting the Theory of Realistic Mathematics education. Education Et Didactique, 2008, , 105-124.	0.1	28
14	The Collective Mediation of a High-Stakes Accountability Program: Communities and Networks of Practice. Mind, Culture, and Activity, 2006, 13, 80-100.	1.1	20
15	Cultivating Students' Discipline-Specific Dispositions as a Critical Goal for Pedagogy and Equity. Pedagogies, 2006, 1, 49-57.	0.4	90
16	Ontological Innovation and the Role of Theory in Design Experiments. Journal of the Learning Sciences, 2004, 13, 77-103.	2.0	315
17	Design Experiments in Educational Research. Educational Researcher, 2003, 32, 9-13.	3.3	2,160
18	Situating Teachers'™ Instructional Practices in the Institutional Setting of the School and District. Educational Researcher, 2003, 32, 13-24.	3.3	355

#	ARTICLE	IF	CITATIONS
19	Learning About Statistical Covariation. <i>Cognition and Instruction</i> , 2003, 21, 1-78.	1.9	126
20	Theories of Knowledge and Instructional Design: A Response to Colliver. <i>Teaching and Learning in Medicine</i> , 2002, 14, 52-55.	1.3	9
21	Reasoning With Tools and Incriptions. <i>Journal of the Learning Sciences</i> , 2002, 11, 187-215.	2.0	63
22	A Relational Perspective on Issues of Cultural Diversity and Equity as They Play Out in the Mathematics Classroom. <i>Mathematical Thinking and Learning</i> , 2002, 4, 249-284.	0.7	91
23	Reasoning With Tools and Incriptions. <i>Journal of the Learning Sciences</i> , 2002, 11, 187-215.	2.0	43
24	Participating in Classroom Mathematical Practices. <i>Journal of the Learning Sciences</i> , 2001, 10, 113-163.	2.0	285
25	An Analysis of Development of Sociomathematical Norms in One First-Grade Classroom. <i>Journal for Research in Mathematics Education</i> , 2001, 32, 236.	1.0	120
26	Supporting Students' Ability to Reason about Data. <i>Educational Studies in Mathematics</i> , 2001, 45, 103-129.	1.8	50
27	An Approach for Supporting Teachers' Learning in Social Context. , 2001, , 207-231.		37
28	Individual and Collective Mathematical Development: The Case of Statistical Data Analysis. <i>Mathematical Thinking and Learning</i> , 1999, 1, 5-43.	0.7	215
29	Cognitive and Situated Learning Perspectives in Theory and Practice. <i>Educational Researcher</i> , 1999, 28, 4-15.	3.3	1,189
30	The Evolution of Mathematical Practices: A Case Study. <i>Cognition and Instruction</i> , 1999, 17, 25-66.	1.9	78
31	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
32	Learning From Distributed Theories of Intelligence. <i>Mind, Culture, and Activity</i> , 1998, 5, 187-204.	1.1	38
33	Sociomathematical Norms, Argumentation, and Autonomy in Mathematics. <i>Journal for Research in Mathematics Education</i> , 1996, 27, 458.	1.0	826
34	Constructivist, emergent, and sociocultural perspectives in the context of developmental research. <i>Educational Psychologist</i> , 1996, 31, 175-190.	4.7	355
35	A method for conducting longitudinal analyses of classroom videorecordings and transcripts. <i>Educational Studies in Mathematics</i> , 1996, 30, 213-228.	1.8	122
36	Constructivism and Activity Theory: A Consideration of Their Similarities and Differences as They Relate to Mathematics Education. <i>Mathematics Education Library</i> , 1996, , 10-58.	0.3	6

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37	Constructivist, emergent, and sociocultural perspectives in the context of developmental research. <i>Educational Psychologist</i> , 1996, 31, 175-190.	4.7	137
38	Sociomathematical Norms, Argumentation, and Autonomy in Mathematics. <i>Journal for Research in Mathematics Education</i> , 1996, 27, 458-477.	1.0	374
39	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
40	The Relevance of Practice: A Response to Orton. <i>Journal for Research in Mathematics Education</i> , 1995, 26, 230.	1.0	5
41	Continuing the Conversation: A Response to Smith. <i>Educational Researcher</i> , 1995, 24, 25-27.	3.3	60
42	Where Is the Mind? Constructivist and Sociocultural Perspectives on Mathematical Development. <i>Educational Researcher</i> , 1994, 23, 13-20.	3.3	1,103
43	Construction individuelle, acculturation mathématique et communauté scolaire. <i>Revue Des Sciences De L'Éducation</i> , 1994, 20, 41-61.	0.2	6
44	Characteristics of Classroom Mathematics Traditions: An Interactional Analysis. <i>American Educational Research Journal</i> , 1992, 29, 573-604.	1.6	254
45	Interaction and learning in mathematics classroom situations. <i>Educational Studies in Mathematics</i> , 1992, 23, 99-122.	1.8	118
46	Analogies from the philosophy and sociology of science for understanding classroom life. <i>Science Education</i> , 1991, 75, 23-44.	1.8	61
47	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
48	A constructivist perspective on information-processing theories of mathematical activity. <i>International Journal of Educational Research</i> , 1990, 14, 67-92.	1.2	18
49	Young Children's Emotional Acts While Engaged in Mathematical Problem Solving. , 1989, , 117-148.		63
50	The Constructivist Researcher as Teacher and Model Builder. <i>Journal for Research in Mathematics Education</i> , 1983, 14, 83.	1.0	131