# Julie L Booth

List of Publications by Year
in descending order



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|---|---|---|---|
| 31 papers | 2,840 citations | 567281 15 h-index | 526287 27 g-index |
| 32 all docs | 32 docs citations | 32 times ranked | 1338 citing authors |

| # | Article | IF | Citations |
|---|---|---|---|
| 1 | Sketching and verbal selfâ€explanation: Do they help middle school children solve science problems?. Applied Cognitive Psychology, 2022, 36, 919-935. | 1.6 | 7 |
| 2 | Predicting Middle School Profiles of Algebra Performance Using Fraction Knowledge. Child Development, 2021, 92, 1984-2005. | 3.0 | 9 |
| 3 | The effect of worked examples on student learning and error anticipation in algebra. Instructional Science, 2021, 49, 419-439. | 2.0 | 7 |
| 4 | Could probability be out of proportion? Self-explanation and example-based practice help students with lower proportional reasoning skills learn probability. Instructional Science, 2021, 49, 441-473. | 2.0 | 8 |
| 5 | Mathematical Flexibility: Aspects of a Continuum and the Role of Prior Knowledge. Journal of Experimental Education, 2020, 88, 503-515. | 2.6 | 26 |
| 6 | How many apples make a quarter? The challenge of discrete proportional formats. Journal of Experimental Child Psychology, 2020, 192, 104774. | 1.4 | 11 |
| 7 | Mistakes on display: Incorrect examples refine equation solving and algebraic feature knowledge. Applied Cognitive Psychology, 2020, 34, 862-878. | 1.6 | 22 |
| 8 | Lessening the Load of Misconceptions: Design-Based Principles for Algebra Learning. Journal of the Learning Sciences, 2019, 28, 381-417. | 2.9 | 13 |
| 9 | Spatial Skills, Reasoning, and Mathematics. , 2019, , 100-123. | | 7 |
| 10 | Algebra performance and motivation differences for students with learning disabilities and students of varying achievement levels. Contemporary Educational Psychology, 2017, 50, 80-96. | 2.9 | 13 |
| 11 | Relation of Spatial Skills to Calculus Proficiency: A Brief Report. Mathematical Thinking and Learning, 2017, 19, 55-68. | 1.2 | 13 |
| 12 | Coordinating multiple representations of polynomials: What do patterns in students' solution strategies reveal?. Learning and Instruction, 2017, 49, 131-141. | 3.2 | 1 |
| 13 | Misconceptions and Learning Algebra. , 2017, , 63-78. | | 9 |
| 14 | Evidence for Cognitive Science Principles that Impact Learning in Mathematics. , 2017, , 297-325. | | 21 |
| 15 | Support for struggling students in algebra: Contributions of incorrect worked examples. Learning and Individual Differences, 2016, 48, 36-44. | 2.7 | 29 |
| 16 | Simple Practice Doesnâ€™t Always Make Perfect. Policy Insights From the Behavioral and Brain Sciences, 2015, 2, 24-32. | 2.4 | 17 |
| 17 | Cognitive Development: Mathematics Learning and Instruction. , 2015, , 66-75. | | 0 |
| 18 | Learning Algebra by Example in Real-World Classrooms. Journal of Research on Educational Effectiveness, 2015, 8, 530-551. | 1.6 | 31 |

| # | Article | IF | Citations |
|---|---|---|---|
| 19 | A Worked Example for Creating Worked Examples. Mathematics Teaching in the Middle School, 2015, 21, 26-33. | 0.1 | 6 |
| 20 | Design-Based Research Within the Constraints of Practice: AlgebraByExample. Journal of Education for Students Placed at Risk, 2015, 20, 79-100. | 2.5 | 41 |
| 21 | Student Magnitude Knowledge of Negative Numbers. Journal of Numerical Cognition, 2015, 1, 38-55. | 1.2 | 13 |
| 22 | Persistent and Pernicious Errors in Algebraic Problem Solving. Journal of Problem Solving, 2014, 7, . | 0.7 | 49 |
| 23 | The impact of fraction magnitude knowledge on algebra performance and learning. Journal of Experimental Child Psychology, 2014, 118, 110-118. | 1.4 | 109 |
| 24 | Using example problems to improve student learning in algebra: Differentiating between correct and incorrect examples. Learning and Instruction, 2013, 25, 24-34. | 3.2 | 133 |
| 25 | The role of problem representation and feature knowledge in algebraic equation-solving. Journal of Mathematical Behavior, 2013, 32, 415-423. | 0.9 | 30 |
| 26 | Instructional Complexity and the Science to Constrain It. Science, 2013, 342, 935-937. | 12.6 | 136 |
| 27 | Are diagrams always helpful tools? Developmental and individual differences in the effect of presentation format on student problem solving. British Journal of Educational Psychology, 2012, 82, 492-511. | 2.9 | 31 |
| 28 | Fractions: Could they really be the gatekeeperâ€™s doorman?. Contemporary Educational Psychology, 2012, 37, 247-253. | 2.9 | 199 |
| 29 | Numerical Magnitude Representations Influence Arithmetic Learning. Child Development, 2008, 79, 1016-1031. | 3.0 | 500 |
| 30 | Developmental and individual differences in pure numerical estimation.. Developmental Psychology, 2006, 42, 189-201. | 1.6 | 551 |
| 31 | Development of Numerical Estimation in Young Children. Child Development, 2004, 75, 428-444. | 3.0 | 797 |