

# Emily R Fyfe

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11877166/publications.pdf>

Version: 2024-02-01

34  
papers

1,463  
citations

331670

21  
h-index

414414

32  
g-index

34  
all docs

34  
docs citations

34  
times ranked

801  
citing authors

#	ARTICLE	IF	CITATIONS
1	Concreteness Fading in Mathematics and Science Instruction: a Systematic Review. Educational Psychology Review, 2014, 26, 9-25.	8.4	202
2	Early Math Trajectories: Low-income Children's Mathematics Knowledge From Ages 4 to 11. Child Development, 2017, 88, 1727-1742.	3.0	103
3	Concreteness fading promotes transfer of mathematical knowledge. Learning and Instruction, 2012, 22, 440-448.	3.2	102
4	Emerging Understanding of Patterning in 4-Year-Olds. Journal of Cognition and Development, 2013, 14, 376-396.	1.3	92
5	The effects of feedback during exploratory mathematics problem solving: Prior knowledge matters.. Journal of Educational Psychology, 2012, 104, 1094-1108.	2.9	91
6	Beyond numeracy in preschool: Adding patterns to the equation. Early Childhood Research Quarterly, 2015, 31, 101-112.	2.7	79
7	Benefits of Practicing $4a^2 + 2ab + b^2$ : Nontraditional Problem Formats Facilitate Children's Understanding of Mathematical Equivalence. Child Development, 2011, 82, 1620-1633.	3.0	73
8	Feedback both helps and hinders learning: The causal role of prior knowledge.. Journal of Educational Psychology, 2016, 108, 82-97.	2.9	72
9	Benefits of concreteness fading for children's mathematics understanding. Learning and Instruction, 2015, 35, 104-120.	3.2	71
10	Arithmetic practice can be modified to promote understanding of mathematical equivalence.. Journal of Educational Psychology, 2015, 107, 423-436.	2.9	50
11	The Influence of Relational Knowledge and Executive Function on Preschoolers' Repeating Pattern Knowledge. Journal of Cognition and Development, 2016, 17, 85-104.	1.3	49
12	Easy as ABCABC: Abstract Language Facilitates Performance on a Concrete Patterning Task. Child Development, 2015, 86, 927-935.	3.0	48
13	Making concreteness fading more concrete as a theory of instruction for promoting transfer. Educational Review, 2019, 71, 403-422.	3.7	40
14	It pays to be organized: Organizing arithmetic practice around equivalent values facilitates understanding of math equivalence.. Journal of Educational Psychology, 2012, 104, 1109-1121.	2.9	36
15	When feedback is cognitively-demanding: the importance of working memory capacity. Instructional Science, 2015, 43, 73-91.	2.0	35
16	Relations between patterning skill and differing aspects of early mathematics knowledge. Cognitive Development, 2017, 44, 1-11.	1.3	34
17	An alternative time for telling: When conceptual instruction prior to problem solving improves mathematical knowledge. British Journal of Educational Psychology, 2014, 84, 502-519.	2.9	32
18	Improving conceptual and procedural knowledge: The impact of instructional content within a mathematics lesson. British Journal of Educational Psychology, 2016, 86, 576-591.	2.9	31

#	ARTICLE	IF	CITATIONS
19	Providing feedback on computer-based algebra homework in middle-school classrooms. <i>Computers in Human Behavior</i> , 2016, 63, 568-574.	8.5	30
20	The benefits of computer-generated feedback for mathematics problem solving. <i>Journal of Experimental Child Psychology</i> , 2016, 147, 140-151.	1.4	28
21	Mathematics practice without feedback: A desirable difficulty in a classroom setting. <i>Instructional Science</i> , 2017, 45, 177-194.	2.0	24
22	Feedback influences children's reasoning about math equivalence: A meta-analytic review. <i>Thinking and Reasoning</i> , 2018, 24, 157-178.	3.2	23
23	Organization matters: Mental organization of addition knowledge relates to understanding math equivalence in symbolic form. <i>Cognitive Development</i> , 2014, 30, 30-46.	1.3	21
24	Diagrams benefit symbolic problem-solving. <i>British Journal of Educational Psychology</i> , 2017, 87, 273-287.	2.9	20
25	Metacognitive monitoring and help-seeking decisions on mathematical equivalence problems. <i>Metacognition and Learning</i> , 2019, 14, 167-187.	2.7	20
26	Wait for it . . . Delaying Instruction Improves Mathematics Problem Solving: A Classroom Study. <i>Journal of Problem Solving</i> , 2014, 7, .	0.7	18
27	ABBABB or 1212: Abstract language facilitates children's early patterning skills. <i>Journal of Experimental Child Psychology</i> , 2020, 193, 104791.	1.4	11
28	Mathematical thinking in children with developmental language disorder: The roles of pattern skills and verbal working memory. <i>Journal of Communication Disorders</i> , 2019, 77, 17-30.	1.5	9
29	This is easy, you can do it! Feedback during mathematics problem solving is more beneficial when students expect to succeed. <i>Instructional Science</i> , 2020, 48, 23-44.	2.0	9
30	College developmental math students' knowledge of the equal sign. <i>Educational Studies in Mathematics</i> , 2020, 104, 65-85.	2.8	4
31	Connecting concrete objects and abstract symbols promotes children's place value knowledge. <i>Educational Psychology</i> , 2022, 42, 1008-1026.	2.7	4
32	Developmental differences in children's and adults' strategies on a repeating pattern task. <i>Early Childhood Research Quarterly</i> , 2022, 59, 300-310.	2.7	2
33	Children's confidence using incorrect strategies on mathematical equivalence problems. <i>Cognitive Development</i> , 2022, 62, 101167.	1.3	0
34	The role of gesture and mimicry for children's pattern learning. <i>Cognitive Development</i> , 2022, 63, 101196.	1.3	0