Emily R Fyfe

List of Publications by Year
in descending order

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	Developmental differences in children's and adultsâ€™ strategies on a repeating pattern task. Early Childhood Research Quarterly, 2022, 59, 300-310.	2.7	2
2	Childrenâ€™s confidence using incorrect strategies on mathematical equivalence problems. Cognitive Development, 2022, 62, 101167.	1.3	0
3	Connecting concrete objects and abstract symbols promotes childrenâ€™s place value knowledge. Educational Psychology, 2022, 42, 1008-1026.	2.7	4
4	The role of gesture and mimicry for childrenâ€™s pattern learning. Cognitive Development, 2022, 63, 101196.	1.3	0
5	College developmental math studentsâ€™ knowledge of the equal sign. Educational Studies in Mathematics, 2020, 104, 65-85.	2.8	4
6	ABBABB or 1212: Abstract language facilitates childrenâ€™s early patterning skills. Journal of Experimental Child Psychology, 2020, 193, 104791.	1.4	11
7	This is easy, you can do it! Feedback during mathematics problem solving is more beneficial when students expect to succeed. Instructional Science, 2020, 48, 23-44.	2.0	9
8	Metacognitive monitoring and help-seeking decisions on mathematical equivalence problems. Metacognition and Learning, 2019, 14, 167-187.	2.7	20
9	Mathematical thinking in children with developmental language disorder: The roles of pattern skills and verbal working memory. Journal of Communication Disorders, 2019, 77, 17-30.	1.5	9
10	Making â€œconcreteness fadingâ€•more concrete as a theory of instruction for promoting transfer. Educational Review, 2019, 71, 403-422.	3.7	40
11	Feedback influences children's reasoning about math equivalence: A meta-analytic review. Thinking and Reasoning, 2018, 24, 157-178.	3.2	23
12	Mathematics practice without feedback: A desirable difficulty in a classroom setting. Instructional Science, 2017, 45, 177-194.	2.0	24
13	Diagrams benefit symbolic problemâ€solving. British Journal of Educational Psychology, 2017, 87, 273-287.	2.9	20
14	Early Math Trajectories: Lowâ€Income Children's Mathematics Knowledge From Ages 4 to 11. Child Development, 2017, 88, 1727-1742.	3.0	103
15	Relations between patterning skill and differing aspects of early mathematics knowledge. Cognitive Development, 2017, 44, 1-11.	1.3	34
16	The benefits of computer-generated feedback for mathematics problem solving. Journal of Experimental Child Psychology, 2016, 147, 140-151.	1.4	28
17	Feedback both helps and hinders learning: The causal role of prior knowledge.. Journal of Educational Psychology, 2016, 108, 82-97.	2.9	72
18	Providing feedback on computer-based algebra homework in middle-school classrooms. Computers in Human Behavior, 2016, 63, 568-574.	8.5	30

#	Article	IF	Citations
19	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
20	The Influence of Relational Knowledge and Executive Function on Preschoolersâ€™ Repeating Pattern Knowledge. Journal of Cognition and Development, 2016, 17, 85-104.	1.3	49
21	Easy as ABCABC: Abstract Language Facilitates Performance on a ConcreteÂPatterning Task. Child Development, 2015, 86, 927-935.	3.0	48
22	Beyond numeracy in preschool: Adding patterns to the equation. Early Childhood Research Quarterly, 2015, 31, 101-112.	2.7	79
23	Arithmetic practice can be modified to promote understanding of mathematical equivalence.. Journal of Educational Psychology, 2015, 107, 423-436.	2.9	50
24	Benefits of â€œconcreteness fadingâ€•for children's mathematics understanding. Learning and Instruction, 2015, 35, 104-120.	3.2	71
25	When feedback is cognitively-demanding: the importance of working memory capacity. Instructional Science, 2015, 43, 73-91.	2.0	35
26	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
27	Wait for it . . . Delaying Instruction Improves Mathematics Problem Solving: A Classroom Study. Journal of Problem Solving, 2014, 7, .	0.7	18
28	Concreteness Fading in Mathematics and Science Instruction: a Systematic Review. Educational Psychology Review, 2014, 26, 9-25.	8.4	202
29	Organization matters: Mental organization of addition knowledge relates to understanding math equivalence in symbolic form. Cognitive Development, 2014, 30, 30-46.	1.3	21
30	Emerging Understanding of Patterning in 4-Year-Olds. Journal of Cognition and Development, 2013, 14, 376-396.	1.3	92
31	The effects of feedback during exploratory mathematics problem solving: Prior knowledge matters.. Journal of Educational Psychology, 2012, 104, 1094-1108.	2.9	91
32	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
33	â€œConcreteness fadingâ€•promotes transfer of mathematical knowledge. Learning and Instruction, 2012, 22, 440-448.	3.2	102
34	Benefits of Practicing 4â€ƒ=â€ƒ2â€ƒ+â€ƒ2: Nontraditional Problem Formats Facilitate Childrenâ€™s Understanding of Mathematical Equivalence. Child Development, 2011, 82, 1620-1633.	3.0	73