

Noel Enyedy

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1274868/publications.pdf>

Version: 2024-02-01

34
papers

1,329
citations

471509

17
h-index

477307

29
g-index

36
all docs

36
docs citations

36
times ranked

962
citing authors

#	ARTICLE	IF	CITATIONS
1	Analyzing Collaboration. , 2022, , 196-216.		0
2	Integrating Viewpoint and Space: How Lamination across Gesture, Body Movement, Language, and Material Resources Shapes Learning. Cognition and Instruction, 2021, 39, 328-365.	2.9	3
3	Instructional improv to analyze inquiry-based science teaching: Zedâ€™s dead and the missing flower. Smart Learning Environments, 2021, 8, .	7.6	2
4	Elementary students learning science in an MR environment by constructing liminal blends through action on props. Information and Learning Science, 2021, 122, 525-545.	1.3	1
5	Situating video as context for teacher learning. Learning, Culture and Social Interaction, 2021, 30, 100542.	1.8	9
6	Learners as phenomena: Expansive inquiry as students embody water particles. Learning, Culture and Social Interaction, 2021, 31, 100572.	1.8	2
7	Immersive Environments: Learning in Augmented+Virtual Reality. , 2021, , 389-405.		9
8	Tracing bodies through liminal blends in a mixed reality learning environment. International Journal of Science Education, 2020, 42, 3093-3115.	1.9	11
9	Learning in embodied activity framework: a sociocultural framework for embodied cognition. International Journal of Computer-Supported Collaborative Learning, 2020, 15, 49-87.	3.0	42
10	Organising a culture of argumentation in elementary science. International Journal of Science Education, 2019, 41, 1848-1869.	1.9	32
11	Roles, Rules, and Keys: How Different Play Configurations Shape Collaborative Science Inquiry. Journal of the Learning Sciences, 2019, 28, 513-555.	2.9	16
12	The impact of different play activity designs on studentsâ€™ embodied learning. Information and Learning Science, 2019, 120, 611-639.	1.3	5
13	Agency, Embodiment, & Affect During Play in a Mixed-Reality Learning Environment. , 2017, , .		12
14	Cognition and Instruction in Transition. Cognition and Instruction, 2017, 35, 1-3.	2.9	9
15	Social Affordances of Mixed Reality Learning Environments: A case from the Science through Technology Enhanced Play project (STEP). , 2017, , .		5
16	Why Engaging in Mathematical Practices May Explain Stronger Outcomes in Affect and Engagement: Comparing Student-Driven With Highly Guided Inquiry. Journal of the Learning Sciences, 2015, 24, 550-592.	2.9	20
17	Constructing liminal blends in a collaborative augmented-reality learning environment. International Journal of Computer-Supported Collaborative Learning, 2015, 10, 7-34.	3.0	78
18	Latour goes to kindergarten: Children marshaling allies in a spontaneous argument about what counts as science. Learning, Culture and Social Interaction, 2015, 5, 5-19.	1.8	12

#	ARTICLE	IF	CITATIONS
19	Analyzing Collaboration. , 2014, , 191-212.		22
20	Re-storying practice: Using stories about students to advance mathematics education reform. Teaching and Teacher Education, 2013, 31, 1-12.	3.2	9
21	Picking Up the Mantle of "Expert" Assigned Roles, Assertion of Identity, and Peer Recognition Within a Programming Class. Mind, Culture, and Activity, 2013, 20, 113-131.	1.9	42
22	Learning physics through play in an augmented reality environment. International Journal of Computer-Supported Collaborative Learning, 2012, 7, 347-378.	3.0	161
23	Negotiating the "Relevant" in Culturally Relevant Mathematics. Canadian Journal of Science, Mathematics and Technology Education, 2011, 11, 273-291.	1.0	16
24	Revoicing in a Multilingual Classroom. Mathematical Thinking and Learning, 2008, 10, 134-162.	1.2	47
25	They Don't Show Nothing I Didn't Know: Emergent Tensions Between Culturally Relevant Pedagogy and Mathematics Pedagogy. Journal of the Learning Sciences, 2007, 16, 139-174.	2.9	80
26	Studying the Struggle. American Behavioral Scientist, 2007, 51, 419-443.	3.8	55
27	Negotiated representational mediators: How young children decide what to include in their science representations. Science Education, 2007, 91, 1-35.	3.0	59
28	Little science confronts the data deluge: habitat ecology, embedded sensor networks, and digital libraries. International Journal on Digital Libraries, 2007, 7, 17-30.	1.5	141
29	Complex dilemmas of identity and practice. Science Education, 2006, 90, 68-93.	3.0	133
30	From dialogue to monologue and back: Middle spaces in computer-mediated learning. International Journal of Computer-Supported Collaborative Learning, 2006, 1, 413-439.	3.0	37
31	Inventing Mapping: Creating Cultural Forms to Solve Collective Problems. Cognition and Instruction, 2005, 23, 427-466.	2.9	102
32	Inquiry in interaction: How local adaptations of curricula shape classroom communities. Journal of Research in Science Teaching, 2004, 41, 905-935.	3.3	65
33	Knowledge Construction and Collective Practice: At the Intersection of Learning, Talk, and Social Configurations in a Computer-Mediated Mathematics Classroom. Journal of the Learning Sciences, 2003, 12, 361-407.	2.9	49
34	Active and supportive computer-mediated resources for student-to-student conversations. , 1997, , .		7