

# David W Braithwaite

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1490744/publications.pdf>

Version: 2024-02-01

19  
papers

382  
citations

840776

11  
h-index

794594

19  
g-index

20  
all docs

20  
docs citations

20  
times ranked

298  
citing authors

#	ARTICLE	IF	CITATIONS
1	Toward a unified theory of rational number arithmetic.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 1470-1483.	0.9	3
2	Cross-notation knowledge of fractions and decimals. Journal of Experimental Child Psychology, 2022, 213, 105210.	1.4	7
3	Distributions of textbook problems predict student learning: Data from decimal arithmetic.. Journal of Educational Psychology, 2021, 113, 516-529.	2.9	11
4	Putting fractions together.. Journal of Educational Psychology, 2021, 113, 556-571.	2.9	26
5	Conceptual Knowledge, Procedural Knowledge, and Metacognition in Routine and Nonroutine Problem Solving. Cognitive Science, 2021, 45, e13048.	1.7	9
6	Understanding development requires assessing the relevant environment: Examples from mathematics learning. New Directions for Child and Adolescent Development, 2020, 2020, 83-100.	2.2	2
7	How do people choose among rational number notations?. Cognitive Psychology, 2020, 123, 101333.	2.2	5
8	The Sleep of Reason Produces Monsters: How and When Biased Input Shapes Mathematics Learning. Annual Review of Developmental Psychology, 2020, 2, 413-435.	2.9	9
9	Individual differences in fraction arithmetic learning. Cognitive Psychology, 2019, 112, 81-98.	2.2	14
10	Developmental changes in the whole number bias. Developmental Science, 2018, 21, e12541.	2.4	45
11	Do children understand fraction addition?. Developmental Science, 2018, 21, e12601.	2.4	14
12	Children learn spurious associations in their math textbooks: Examples from fraction arithmetic.. Journal of Experimental Psychology: Learning Memory and Cognition, 2018, 44, 1765-1777.	0.9	14
13	Numerical Development. Annual Review of Psychology, 2017, 68, 187-213.	17.7	71
14	A computational model of fraction arithmetic.. Psychological Review, 2017, 124, 603-625.	3.8	43
15	Non-formal mechanisms in mathematical cognitive development: The case of arithmetic. Cognition, 2016, 149, 40-55.	2.2	25
16	An In Vivo Study of Self-Regulated Study Sequencing in Introductory Psychology Courses. PLoS ONE, 2016, 11, e0152115.	2.5	15
17	Effects of Variation and Prior Knowledge on Abstract Concept Learning. Cognition and Instruction, 2015, 33, 226-256.	2.9	36
18	Integrating formal and grounded representations in combinatorics learning.. Journal of Educational Psychology, 2013, 105, 666-682.	2.9	25

#	ARTICLE	IF	CITATIONS
19	Flexibility in data interpretation: effects of representational format. <i>Frontiers in Psychology</i> , 2013, 4, 980.	2.1	8