# Wolff-Michael Roth

List of Publications by Year
in descending order

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Version: 2024-02-01

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|---|---|---|---|
| 235 papers | 7,637 citations | 53794 45 h-index | 85541 71 g-index |
| 247 all docs | 247 docs citations | 247 times ranked | 2926 citing authors |

| # | Article | IF | Citations |
|---|---|---|---|
| 1 | Science education as/for participation in the community. Science Education, 2004, 88, 263-291. | 3.0 | 324 |
| 2 | Rethinking Scientific Literacy. , 0, , . | | 285 |
| 3 | Physics students' epistemologies and views about knowing and learning. Journal of Research in Science Teaching, 1994, 31, 5-30. | 3.3 | 188 |
| 4 | Prevalence, function, and structure of photographs in high school biology textbooks. Journal of Research in Science Teaching, 2003, 40, 1089-1114. | 3.3 | 170 |
| 5 | Differences in graph-related practices between high school biology textbooks and scientific ecology journals. Journal of Research in Science Teaching, 1999, 36, 977-1019. | 3.3 | 168 |
| 6 | The Social Construction of Scientific Concepts or the Concept Map as Device and Tool Thinking in High Conscription for Social School Science. Science Education, 1992, 76, 531-557. | 3.0 | 162 |
| 7 | The concept map as a tool for the collaborative construction of knowledge: A microanalysis of high school physics students. Journal of Research in Science Teaching, 1993, 30, 503-534. | 3.3 | 162 |
| 8 | Experimenting in a constructivist high school physics laboratory. Journal of Research in Science Teaching, 1994, 31, 197-223. | 3.3 | 159 |
| 9 | Teacher questioning in an open-inquiry learning environment: Interactions of context, content, and student responses. Journal of Research in Science Teaching, 1996, 33, 709-736. | 3.3 | 130 |
| 10 | Learning science through technological design. Journal of Research in Science Teaching, 2001, 38, 768-790. | 3.3 | 130 |
| 11 | From ?truth? to ?invented reality?: A discourse analysis of high school physics students' talk about scientific knowledge. Journal of Research in Science Teaching, 1997, 34, 145-179. | 3.3 | 123 |
| 12 | Where IS the Context in Contextual Word Problem?: Mathematical Practices and Products in Grade 8 Students' Answers to Story Problems. Cognition and Instruction, 1996, 14, 487-527. | 2.9 | 121 |
| 13 | Contradictions in theorizing and implementing communities in education. Educational Research Review, 2006, 1, 27-40. | 7.8 | 105 |
| 14 | Keeping the local local: Recalibrating the status of science and traditional ecological knowledge (TEK) in education. Science Education, 2007, 91, 926-947. | 3.0 | 103 |
| 15 | Why may students fail to learn from demonstrations? A social practice perspective on learning in physics. Journal of Research in Science Teaching, 1997, 34, 509-533. | 3.3 | 102 |
| 16 | Coteaching: Creating resources for learning and learning to teach chemistry in urban high schools. Journal of Research in Science Teaching, 2004, 41, 882-904. | 3.3 | 101 |
| 17 | Affordances of computers in teacher-student interactions: The case of interactive physicsâ„¢. Journal of Research in Science Teaching, 1995, 32, 329-347. | 3.3 | 100 |
| 18 | Graphing: Cognitive ability or practice?. Science Education, 1997, 81, 91-106. | 3.0 | 94 |

| # | Article | IF | Citations |
|---|---|---|---|
| 19 | Emotion at Work: A Contribution to Third-Generation Cultural-Historical Activity Theory. Mind, Culture, and Activity, 2007, 14, 40-63. | 1.9 | 91 |
| 20 | From activity to gestures and scientific language. Journal of Research in Science Teaching, 2001, 38, 103-136. | 3.3 | 89 |
| 21 | From gesture to scientific language. Journal of Pragmatics, 2000, 32, 1683-1714. | 1.5 | 87 |
| 22 | Making sense of photographs. Science Education, 2005, 89, 219-241. | 3.0 | 86 |
| 23 | Differential Participation During Science Conversations: The Interaction of Focal Artifacts, Social Configurations, and Physical Arrangements. Journal of the Learning Sciences, 1999, 8, 293-347. | 2.9 | 85 |
| 24 | Situated cognition. Wiley Interdisciplinary Reviews: Cognitive Science, 2013, 4, 463-478. | 2.8 | 85 |
| 25 | >unDELETE science education:/lives/work/voices. Journal of Research in Science Teaching, 1998, 35, 399-421. | 3.3 | 80 |
| 26 | Toward a Theory of Experience. Science Education, 2014, 98, 106-126. | 3.0 | 79 |
| 27 | Becoming-in-the-classroom: a case study of teacher development through coteaching. Teaching and Teacher Education, 1999, 15, 771-784. | 3.2 | 77 |
| 28 | Mathematization of experience in a grade 8 open-inquiry environment: An introduction to the representational practices of science. Journal of Research in Science Teaching, 1994, 31, 293-318. | 3.3 | 72 |
| 29 | Lessons on and from the dihybrid cross: An activity-theoretical study of learning in coteaching. Journal of Research in Science Teaching, 2002, 39, 253-282. | 3.3 | 68 |
| 30 | Intercorporeality and ethical commitment: an activity perspective on classroom interaction. Educational Studies in Mathematics, 2011, 77, 227-245. | 2.8 | 68 |
| 31 | Re/thinking the Zone of Proximal Development (Symmetrically). Mind, Culture, and Activity, 2010, 17, 299-307. | 1.9 | 67 |
| 32 | Coteaching/Cogenerative Dialoguing: Learning Environments Research as Classroom Praxis. Learning Environments Research, 2002, 5, 1-28. | 2.8 | 66 |
| 33 | Enhancing Primary School Students' Knowledge about Global Warming and Environmental Attitude Using Climate Change Activities. International Journal of Science Education, 2015, 37, 31-54. | 1.9 | 64 |
| 34 | Inventors, copycats, and everyone else: The emergence of shared resources and practices as defining aspects of classroom communities. Science Education, 1995, 79, 475-502. | 3.0 | 62 |
| 35 | Science, culture, and the emergence of language. Science Education, 2002, 86, 368-385. | 3.0 | 62 |
| 36 | Bricolage, mÃ©tissage, hybridity, heterogeneity, diaspora: concepts for thinking science education in the 21st century. Cultural Studies of Science Education, 2008, 3, 891-916. | 1.3 | 61 |

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|---|---|---|---|
| 37 | Student views of collaborative concept mapping: An emancipatory research project. Science Education, 1994, 78, 1-34. | 3.0 | 60 |
| 38 | Making Classifications (at) Work. Social Studies of Science, 2005, 35, 581-621. | 2.5 | 60 |
| 39 | Toward a new conception of conceptions: Interplay of talk, gestures, and structures in the setting. Journal of Research in Science Teaching, 2006, 43, 1086-1109. | 3.3 | 59 |
| 40 | Passibility. , 2011, , . | | 59 |
| 41 | Chemical inscriptions in Korean textbooks: Semiotics of macro- and microworld. Science Education, 2006, 90, 173-201. | 3.0 | 57 |
| 42 | Solidarity and conflict: aligned and misaligned prosody as a transactional resource in intra- and intercultural communication involving power differences. Cultural Studies of Science Education, 2010, 5, 807-847. | 1.3 | 52 |
| 43 | Contradictions in the practices of training for and assessment of competency. Education and Training, 2008, 50, 260-272. | 3.1 | 51 |
| 44 | Learning to teach science as practice. Teaching and Teacher Education, 2001, 17, 741-762. | 3.2 | 50 |
| 45 | When up is down and down is up: Body orientation, proximity, and gestures as resources. Language in Society, 2002, 31, 1-28. | 0.5 | 49 |
| 46 | Bodily experience and mathematical conceptions: from classical views to a phenomenological reconceptualization. Educational Studies in Mathematics, 2009, 70, 175-189. | 2.8 | 48 |
| 47 | Radical Uncertainty in Scientific Discovery Work. Science Technology and Human Values, 2009, 34, 313-336. | 3.1 | 48 |
| 48 | Emotional arousal of beginning physics teachers during extended experimental investigations. Journal of Research in Science Teaching, 2013, 50, 137-161. | 3.3 | 47 |
| 49 | Knowing What You Tell, Telling What You Know: Uncertainty and Asymmetries of Meaning in Interpreting Graphical Data. Cultural Studies of Science Education, 2006, 1, 11-81. | 1.3 | 46 |
| 50 | Reproducing successful rituals in bad times: Exploring emotional interactions of a new science teacher. Science Education, 2011, 95, 745-765. | 3.0 | 46 |
| 51 | Engaging young children in collective curriculum design. Cultural Studies of Science Education, 2010, 5, 533-562. | 1.3 | 45 |
| 52 | Science teaching as knowledgability: A case study of knowing and learning during coteaching. Science Education, 1998, 82, 357-377. | 3.0 | 44 |
| 53 | On performing concepts during science lectures. Science Education, 2007, 91, 96-114. | 3.0 | 44 |
| 54 | Learning and teaching as emergent features of informal settings: An ethnographic study in an environmental action group. Science Education, 2006, 90, 1028-1049. | 3.0 | 40 |

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| 55 | Coordination in coteaching: Producing alignment in real time. Science Education, 2005, 89, 675-702. | 3.0 | 39 |
| 56 | A study of laughter in science lessons. Journal of Research in Science Teaching, 2011, 48, 437-458. | 3.3 | 39 |
| 57 | Deinstitutionalising school science: Implications of a strong view of situated cognition. Research in Science Education, 1997, 27, 497-513. | 2.3 | 36 |
| 58 | Perceptual gestalts in workplace communication. Journal of Pragmatics, 2004, 36, 1037-1069. | 1.5 | 36 |
| 59 | Of Disciplined Minds and Disciplined Bodies: On Becoming an Ecologist. Qualitative Sociology, 2001, 24, 459-481. | 1.6 | 35 |
| 60 | Emergence, flexibility, and stabilization of language in a physics classroom. Journal of Research in Science Teaching, 2003, 40, 869-897. | 3.3 | 35 |
| 61 | The ethico-moral nature of identity: Prolegomena to the development of third-generation Cultural-Historical Activity Theory. International Journal of Educational Research, 2007, 46, 83-93. | 2.2 | 35 |
| 62 | Promoting pro-environmental attitudes and reported behaviors of Malaysian pre-service teachers using green chemistry experiments. Environmental Education Research, 2012, 18, 375-389. | 2.9 | 35 |
| 63 | Changes in Primary Studentsâ€™ Informal Reasoning During an Environment-Related Curriculum on Socio-scientific Issues. International Journal of Science and Mathematics Education, 2018, 16, 401-419. | 2.5 | 35 |
| 64 | Differential Participation During Science Conversations: The Interaction of Focal Artifacts, Social Configurations, and Physical Arrangements. Journal of the Learning Sciences, 1999, 8, 293-347. | 2.9 | 35 |
| 65 | Coteaching, as colearning, is praxis. Research in Science Education, 1999, 29, 51-67. | 2.3 | 34 |
| 66 | Understanding Educational Psychology. Cultural Psychology of Education, 2017, , . | 0.2 | 34 |
| 67 | Problemâ€Centered Learning for the Integration of Mathematics and Science in a Constructivist Laboratory: A Case Study. School Science and Mathematics, 1993, 93, 113-122. | 0.9 | 33 |
| 68 | Situated cognition and assessment of competence in science. Evaluation and Program Planning, 1998, 21, 155-169. | 1.6 | 33 |
| 69 | Time and temporality as mediators of science learning. Science Education, 2008, 92, 115-140. | 3.0 | 33 |
| 70 | Fullness of life as minimal unit: Science, technology, engineering, and mathematics (STEM) learning across the life span. Science Education, 2010, 94, 1027-1048. | 3.0 | 33 |
| 71 | Cultural diversity in science education through Novelization: Against the Epicization of science and cultural centralization. Journal of Research in Science Teaching, 2011, 48, 824-847. | 3.3 | 33 |
| 72 | Learning Environments Research, Lifeworld Analysis, and Solidarity in Practice. Learning Environments Research, 1999, 2, 225-247. | 2.8 | 32 |

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|---|---|---|---|
| 73 | Proliferation of inscriptions and transformations among preservice science teachers engaged in authentic science. Journal of Research in Science Teaching, 2007, 44, 538-564. | 3.3 | 32 |
| 74 | ReadingActivity, Consciousness, PersonalityDialectically: Cultural-Historical Activity Theory and the Centrality of Society. Mind, Culture, and Activity, 2014, 21, 4-20. | 1.9 | 32 |
| 75 | Rules of bending, bending the rules: the geometry of electrical conduit bending in college and workplace. Educational Studies in Mathematics, 2014, 86, 177-192. | 2.8 | 32 |
| 76 | Interpreting unfamiliar graphs: A generative, activity theoretic model. Educational Studies in Mathematics, 2004, 57, 265-290. | 2.8 | 31 |
| 77 | From a Sense of Stereotypically Foreign to Belonging in a Science Community: Ways of Experiential Descriptions About High School Studentsâ€™ Science Internship. Research in Science Education, 2010, 40, 291-311. | 2.3 | 31 |
| 78 | Perezhivaniein the Light of the Later Vygotskyâ€™s Spinozist Turn. Mind, Culture, and Activity, 2016, 23, 315-324. | 1.9 | 31 |
| 79 | Knowing, researching, and reporting science education: Lessons from science and technology studies. Journal of Research in Science Teaching, 1998, 35, 213-235. | 3.3 | 30 |
| 80 | Lecturing graphing: What features of lectures contribute to student difficulties in learning to interpret graph?. Research in Science Education, 1998, 28, 77-90. | 2.3 | 30 |
| 81 | Activism: A Category for Theorizing Learning. Canadian Journal of Science, Mathematics and Technology Education, 2010, 10, 278-291. | 1.0 | 30 |
| 82 | Staging Aristotle and natural observation against Galileo and (stacked) scientific experiment or physics lectures as rhetorical events. Journal of Research in Science Teaching, 1996, 33, 135-157. | 3.3 | 28 |
| 83 | How Does the Body Get Into the Mind?. Human Studies, 2002, 25, 333-358. | 1.0 | 27 |
| 84 | Theorizing passivity. Cultural Studies of Science Education, 2007, 2, 1-8. | 1.3 | 27 |
| 85 | Culturing conceptions: From first principles. Cultural Studies of Science Education, 2008, 3, 231-261. | 1.3 | 27 |
| 86 | Competent Workplace Mathematics: How Signs Become Transparent in Use. International Journal of Computers for Mathematical Learning, 2003, 8, 161-189. | 0.6 | 26 |
| 87 | Remediating misconception on climate change among secondary school students in Malaysia. Environmental Education Research, 2015, 21, 631-648. | 2.9 | 26 |
| 88 | A Transactional Approach to Transfer Episodes. Journal of the Learning Sciences, 2016, 25, 285-330. | 2.9 | 26 |
| 89 | Representations of scientists in Canadian high school and college textbooks. Journal of Research in Science Teaching, 2008, 45, 1059-1082. | 3.3 | 25 |
| 90 | Title is missing!. Science and Education, 1997, 6, 373-396. | 2.7 | 24 |

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| 91 | Interactional structures during a grade 4-5 open-design engineering unit. Journal of Research in Science Teaching, 1997, 34, 273-302. | 3.3 | 24 |
| 92 | Decalages in Talk and Gesture: Visual and Verbal Semiotics of Ecology Lectures. Linguistics and Education, 1998, 10, 335-358. | 1.2 | 24 |
| 93 | To be or not to be? Discursive resources for (Disâ€)identifying with scienceâ€•related careers. Journal of Research in Science Teaching, 2009, 46, 1114-1136. | 3.3 | 24 |
| 94 | Inconsistencies in DIF Detection for Sub-Groups in Heterogeneous Language Groups. Applied Measurement in Education, 2014, 27, 273-285. | 1.1 | 24 |
| 95 | Metaphors and conversational analysis as tools in reflection on teaching practice: Two perspectives on teacher-student interactions in open-inquiry science. Science Education, 1993, 77, 351-373. | 3.0 | 23 |
| 96 | The Emergence of 3D Geometry From Children's (Teacher-Guided) Classification Tasks. Journal of the Learning Sciences, 2009, 18, 45-99. | 2.9 | 23 |
| 97 | Affect and emotions in mathematics education: toward a holistic psychology of mathematics education. Educational Studies in Mathematics, 2019, 102, 111-125. | 2.8 | 23 |
| 98 | Using Vee and Concept Maps in Collaborative Settings: Elementary Education Majors Construct Meaning in Physical Science Courses. School Science and Mathematics, 1993, 93, 237-244. | 0.9 | 22 |
| 99 | The Joint Work of Connecting Multiple (Re)presentations in Science Classrooms. Science Education, 2015, 99, 378-403. | 3.0 | 22 |
| 100 | Bridging the Gap Between School and Real Life: Toward an Integration of Science, Mathematics, and Technology in the Context of Authentic Practice. School Science and Mathematics, 1992, 92, 307-317. | 0.9 | 21 |
| 101 | Translations of scientific practice to â€œstudents' images of scienceâ€• Science Education, 2009, 93, 611-634. | 3.0 | 21 |
| 102 | Science language Wanted Alive: Through the dialectical/dialogical lens of Vygotsky and the Bakhtin circle. Journal of Research in Science Teaching, 2014, 51, 1049-1083. | 3.3 | 21 |
| 103 | Modeling design as situated and distributed process. Learning and Instruction, 2001, 11, 211-239. | 3.2 | 20 |
| 104 | Community-Level Controversy Over a Natural Resource: Toward a More Democratic Science in Society. Society and Natural Resources, 2006, 19, 429-445. | 1.9 | 20 |
| 105 | Natural pedagogical conversations in high school students' internship. Journal of Research in Science Teaching, 2009, 46, 481-505. | 3.3 | 20 |
| 106 | Lab technicians and high school student internsâ€”Who is scaffolding whom?: On forms of emergent expertise. Science Education, 2009, 93, 1-25. | 3.0 | 20 |
| 107 | â€œTheyâ€™re gonna explain to us what makes a cube a cube?â€•Geometrical properties as contingent achievement of sequentially ordered child-centered mathematics lessons. Mathematics Education Research Journal, 2012, 24, 323-346. | 1.7 | 20 |
| 108 | A Holistic View of Cockpit Performance: An Analysis of the Assessment Discourse of Flight Examiners. The International Journal of Aviation Psychology, 2014, 24, 210-227. | 0.7 | 19 |

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|---|---|---|---|
| 109 | The Effects of â€œGreen Chemistryâ€•on Secondary School Studentsâ€™ Understanding and Motivation. Asia-Pacific Education Researcher, 2015, 24, 35-43. | 3.7 | 19 |
| 110 | Learning in the Discovery Sciences: The History of a â€œRadicalâ€•Conceptual Change, or the Scientific Revolution That Was Not. Journal of the Learning Sciences, 2014, 23, 177-215. | 2.9 | 18 |
| 111 | Limits of Generalizing in Education Research: Why Criteria for Research Generalization Should Include Population Heterogeneity and Uses of Knowledge Claims. Teachers College Record, 2014, 116, 1-28. | 0.9 | 18 |
| 112 | Rethinking the Role of Information Technology-Based Research Tools in Studentsâ€™ Development of Scientific Literacy. Journal of Science Education and Technology, 2007, 16, 225-238. | 3.9 | 17 |
| 113 | Toward a Social Practice Perspective on the Work of Reading Inscriptions in Science Texts. Reading Psychology, 2010, 31, 228-253. | 1.4 | 17 |
| 114 | Radical embodiment and semiotics: toward a theory of mathematics in the flesh. Educational Studies in Mathematics, 2011, 77, 267-284. | 2.8 | 17 |
| 115 | Conceptualizing sound as a form of incarnate mathematical consciousness. Educational Studies in Mathematics, 2012, 79, 41-59. | 2.8 | 17 |
| 116 | Toward a post-constructivist ethics in/of teaching and learning. Pedagogies, 2013, 8, 103-125. | 0.9 | 17 |
| 117 | The teaching practicum as a locus of multi-leveled, school-based transformation. Teaching Education, 2015, 26, 17-37. | 1.3 | 17 |
| 118 | Peer Assessment of Aviation Performance: Inconsistent for Good Reasons. Cognitive Science, 2015, 39, 405-433. | 1.7 | 17 |
| 119 | Investigating Linguistic Sources of Differential Item Functioning Using Expert Think-Aloud Protocols in Science Achievement Tests. International Journal of Science Education, 2013, 35, 546-576. | 1.9 | 16 |
| 120 | Situational Awareness as an Instructable and Instructed Matter in Multi-Media Supported Debriefing: a Case Study from Aviation. Computer Supported Cooperative Work, 2015, 24, 461-508. | 2.9 | 16 |
| 121 | Toward a mature discipline of science education. Journal of Research in Science Teaching, 1992, 29, 1015-1018. | 3.3 | 15 |
| 122 | How a cockpit forgets speeds (and speed-related events): toward a kinetic description of joint cognitive systems. Cognition, Technology and Work, 2015, 17, 279-299. | 3.0 | 15 |
| 123 | An Analysis of Teacher Discourse that Introduces Real Science Activities to High School Students. Research in Science Education, 2009, 39, 553-574. | 2.3 | 14 |
| 124 | Mixed-fleet flying in commercial aviation: a joint cognitive systems perspective. Cognition, Technology and Work, 2016, 18, 449-463. | 3.0 | 14 |
| 125 | Teacher-as-Researcher Reform: Student Achievement and Perceptions of Learning Environment. Learning Environments Research, 1998, 1, 75-93. | 2.8 | 13 |
| 126 | Toward solidarity as the ground for changing science education. Cultural Studies of Science Education, 2007, 2, 721-783. | 1.3 | 13 |

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|---|---|---|---|
| 127 | Working Out the Interstitial and Syncopic Nature of the Human Psyche: On the Analysis of Verbal Data. Integrative Psychological and Behavioral Science, 2014, 48, 283-298. | 0.9 | 13 |
| 128 | Personal Healthâ€"Personalized Science: A new driver for science education?. International Journal of Science Education, 2014, 36, 1434-1456. | 1.9 | 13 |
| 129 | Growing-making mathematics: a dynamic perspective on people, materials, and movement in classrooms. Educational Studies in Mathematics, 2016, 93, 87-103. | 2.8 | 13 |
| 130 | The Primacy of the Social and Sociogenesis. Integrative Psychological and Behavioral Science, 2016, 50, 122-141. | 0.9 | 13 |
| 131 | Collaborative design decision-making as social process. European Journal of Engineering Education, 2019, 44, 294-311. | 2.3 | 13 |
| 132 | Four dialogues and metalogues about the nature of science. Research in Science Education, 1998, 28, 107-118. | 2.3 | 12 |
| 133 | Artificial Neural Networks for Modeling Knowing and Learning in Science. Journal of Research in Science Teaching, 2000, 37, 63-80. | 3.3 | 12 |
| 134 | Schooling Is the Problem: A Plaidoyer forÂItsÂDeinstitutionalization. Canadian Journal of Science, Mathematics and Technology Education, 2015, 15, 315-331. | 1.0 | 12 |
| 135 | The visible and the invisible: mathematics as revelation. Educational Studies in Mathematics, 2015, 88, 221-238. | 2.8 | 12 |
| 136 | Enracinement or the earth, the originary ark, does not move: on the phenomenological (historical) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 understanding. Cultural Studies of Science Education, 2015, 10, 469-494. | 1.3 | 11 |
| 137 | Heisenberg's uncertainty principle and interpretive research in science education. Journal of Research in Science Teaching, 1993, 30, 669-680. | 3.3 | 10 |
| 138 | Autobiography and science education: An introduction. Research in Science Education, 2000, 30, 1-12. | 2.3 | 10 |
| 139 | Does mathematical learning occur in going from concrete to abstract or in going from abstract to concrete?. Journal of Mathematical Behavior, 2006, 25, 334-344. | 0.9 | 10 |
| 140 | Undoing decontextualization or how scientists come to understand their own data/graphs. Science Education, 2013, 97, 80-112. | 3.0 | 10 |
| 141 | Rethinking Affect in Education From a Societal-Historical Perspective: The Case of Mathematics Anxiety. Mind, Culture, and Activity, 2015, 22, 217-232. | 1.9 | 10 |
| 142 | Quasi-communities: rethinking learning in formal adult and vocational education. Instructional Science, 2016, 44, 583-600. | 2.0 | 10 |
| 143 | Discourse/s in/of CSCW. Computer Supported Cooperative Work, 2016, 25, 385-407. | 2.9 | 10 |
| 144 | Neoformation: A Dialectical Approach to Developmental Change. Mind, Culture, and Activity, 2017, 24, 368-380. | 1.9 | 10 |

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|---|---|---|---|
| 145 | The Mathematics of Mathematics. , 2017, , . | | 10 |
| 146 | Dialogical argumentation in elementary science classrooms. Cultural Studies of Science Education, 2018, 13, 1061-1085. | 1.3 | 10 |
| 147 | Theorizing with/out â€œMediatorsâ€• Integrative Psychological and Behavioral Science, 2019, 53, 323-343. | 0.9 | 10 |
| 148 | In the name of constructivism: Science education research and the construction of local knowledge. Journal of Research in Science Teaching, 1993, 30, 799-803. | 3.3 | 9 |
| 149 | Being-in-the-World and the Horizons of Learning: Heidegger, Wittgenstein, and Cognition. Interchange, 1997, 28, 145-157. | 1.8 | 9 |
| 150 | Science and religion: what is at stake?. Cultural Studies of Science Education, 2010, 5, 5-17. | 1.3 | 9 |
| 151 | Technology and science in classroom and interview talk with Swiss lower secondary school students: a Marxist sociological approach. Cultural Studies of Science Education, 2013, 8, 433-465. | 1.3 | 9 |
| 152 | Good reasons for high variability (low inter-rater reliability) in performance assessment: Toward a fuzzy logic model. International Journal of Industrial Ergonomics, 2014, 44, 685-696. | 2.6 | 9 |
| 153 | Meaning and the real life of languageâ€”Learning from â€œpathologicalâ€•cases in science classrooms. Linguistics and Education, 2015, 30, 42-55. | 1.2 | 9 |
| 154 | Becoming-design in corresponding: re/theorising the co- in codesigning. CoDesign, 2017, 13, 1-15. | 2.0 | 9 |
| 155 | From Object-Oriented to Fluid Ontology: a Case Study of the Materiality of Design Work in Agile Software Development. Computer Supported Cooperative Work, 2018, 27, 37-75. | 2.9 | 9 |
| 156 | The resurgence of everyday experiences in school science learning activities. Cultural Studies of Science Education, 2020, 15, 1019-1045. | 1.3 | 9 |
| 157 | Learning by developing knowledge networks. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2004, 36, 196-205. | 0.4 | 8 |
| 158 | Astonishment: a post-constructivist investigation into mathematics as passion. Educational Studies in Mathematics, 2017, 95, 97-111. | 2.8 | 8 |
| 159 | Learning difficulties related to graphing: A hermeneutic phenomenological perspective. Research in Science Education, 2000, 30, 123-139. | 2.3 | 7 |
| 160 | A question of competing paradigms?. Cultural Studies of Science Education, 2008, 3, 373-385. | 1.3 | 7 |
| 161 | Realizing Vygotsky's program concerning language and thought: tracking knowing (ideas,) Tj ETQq1 1 0.784314 rgBT /Overlock 10 T | 2.1 | 7 |
| 162 | The Referencing Practices ofMind, Culture, and Activity: On Citing (Sighting?) and Being Cited (Sighted?). Mind, Culture, and Activity, 2010, 17, 93-101. | 1.9 | 7 |

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|---|---|---|---|
| 163 | Flight Examinersâ€™ Methods of Ascertaining Pilot Proficiency. The International Journal of Aviation Psychology, 2015, 25, 209-226. | 0.7 | 7 |
| 164 | The assessment of mathematical literacy of linguistic minority students: Results of a multi-method investigation. Journal of Mathematical Behavior, 2015, 40, 88-105. | 0.9 | 7 |
| 165 | Discourse forms in a classroom transitioning to student-centred scientific inquiry through co-teaching. International Journal of Science Education, 2019, 41, 586-606. | 1.9 | 7 |
| 166 | Gardener-becoming-tree, tree-becoming-gardener: growing-together as a metaphor for thinking about learning and development. Cultural Studies of Science Education, 2021, 16, 915-930. | 1.3 | 7 |
| 167 | Solidarity and conflict: aligned and misaligned prosody as a transactional resource in intra- and intercultural communication involving power differences. Cultural Studies of Science Education, 2010, 5, 807. | 1.3 | 7 |
| 168 | An Integrated Theory of Thinking and Speaking that Draws on Vygotsky and Bakhtin/VoloÅ¡inov. Dialogic Pedagogy, 0, 1, . | 0.0 | 7 |
| 169 | Publish or Stay Behind and Perhaps Perish: Stability of Publication Practices in (Some) Social Sciences. Soziale Systeme: Zeitschrift FÃœr Soziologische Theorie, 2005, 11, 129-150. | 0.4 | 6 |
| 170 | Specifying the ethnomethodological â€œwhat more?â€• Cultural Studies of Science Education, 2009, 4, 1-12. | 1.3 | 6 |
| 171 | Reading Online News Media for Science Content: A Social Psychological Approach. Reading Psychology, 2010, 31, 254-281. | 1.4 | 6 |
| 172 | Data Generation in the Discovery Sciencesâ€”Learning from the Practices in an Advanced Research Laboratory. Research in Science Education, 2013, 43, 1617-1644. | 2.3 | 6 |
| 173 | Contradictions and uncertainty in scientistsâ€™ mathematical modeling and interpretation of data. Journal of Mathematical Behavior, 2013, 32, 593-612. | 0.9 | 6 |
| 174 | Space, relations, and the learning of science. Cultural Studies of Science Education, 2014, 9, 77-113. | 1.3 | 6 |
| 175 | Becoming aware: towards a post-constructivist theory of learning. Learning: Research and Practice, 2015, 1, 38-50. | 0.4 | 6 |
| 176 | Optimizing a workplace learning pattern: a case study from aviation. Journal of Workplace Learning, 2015, 27, 112-127. | 1.7 | 6 |
| 177 | Interchangeable Positions in Interaction Sequences in Science Classrooms. Dialogic Pedagogy, 0, 5, . | 0.0 | 6 |
| 178 | Confidence in performance on science tests and student preparation strategies. Research in Science Education, 1999, 29, 209-226. | 2.3 | 5 |
| 179 | A dialectical materialist reading of the sign. Semiotica, 2006, 2006, . | 0.5 | 5 |
| 180 | The stakes of movement: A dynamic approach to mathematical thinking. Curriculum Inquiry, 2015, 45, 266-284. | 1.1 | 5 |

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|---|---|---|---|
| 181 | The Thinking Body In/Of Multimodal Engineering Literacy. Theory Into Practice, 2017, 56, 255-262. | 1.6 | 5 |
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