

Wolff-Michael Roth

List of Publications by Year in descending order

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Version: 2024-02-01

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	Unveiling the Teachersâ€™ Perceived Self-efficacy to Practice Integrated STREaM Teaching. <i>Asia-Pacific Education Researcher</i> , 2023, 32, 327-337.	3.7	3
2	What Research Says About the Relationships Between Malaysian Teachersâ€™ Knowledge, Perceived Difficulties and Self-efficacy, and Practicing STEM Teaching in Schools. <i>Asia-Pacific Education Researcher</i> , 2023, 32, 353-365.	3.7	4
3	From interaction to transaction: The primacy of movement and the event as irreducible unit. <i>Adaptive Behavior</i> , 2023, 31, 157-161.	1.9	1
4	Reflections During the COVID-19 Pandemic: Science, Education, and Everyday Life. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2022, 22, 250-258.	1.0	5
5	Curriculum projects, learner agency and young peopleâ€™s fullness of life. <i>Curriculum Journal</i> , 2021, 32, 182-197.	1.5	0
6	Gardener-becoming-tree, tree-becoming-gardener: growing-together as a metaphor for thinking about learning and development. <i>Cultural Studies of Science Education</i> , 2021, 16, 915-930.	1.3	7
7	How actions and words come to make sense in a continuously changing world of work: A case study from software development. <i>Semiotica</i> , 2021, 2021, 211-238.	0.5	1
8	A cultural-historical perspective on the multimodal development of concepts in science lectures. <i>Cultural Studies of Science Education</i> , 2020, 15, 31-70.	1.3	3
9	Re/thinking mathematics for social justice: a transactional approach. <i>Pedagogies</i> , 2020, 15, 279-295.	0.9	0
10	Looking Back and Looking Forward: a Historical Perspective on Science, Mathematics, and Technology Education in Canada Through a Personal Lens. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 668-681.	1.0	3
11	Toward an Organic Theory for the Cultural-Historical Sciences. <i>Integrative Psychological and Behavioral Science</i> , 2020, 54, 286-307.	0.9	1
12	The resurgence of everyday experiences in school science learning activities. <i>Cultural Studies of Science Education</i> , 2020, 15, 1019-1045.	1.3	9
13	â€œCoercive Careâ€ or â€œUr-wir [Great-we]â€? Communication and Cooperation in Couples Where One Partner Has Been Diagnosed with Dementia. <i>Human Arenas</i> , 2020, 3, 552-574.	1.4	2
14	Learner agency in urban schools? A pragmatic transactional approach. <i>British Journal of Sociology of Education</i> , 2020, 41, 447-461.	1.8	3
15	Collaborative design decision-making as social process. <i>European Journal of Engineering Education</i> , 2019, 44, 294-311.	2.3	13
16	Affect and emotions in mathematics education: toward a holistic psychology of mathematics education. <i>Educational Studies in Mathematics</i> , 2019, 102, 111-125.	2.8	23
17	Discourse forms in a classroom transitioning to student-centred scientific inquiry through co-teaching. <i>International Journal of Science Education</i> , 2019, 41, 586-606.	1.9	7
18	Theorizing with/out â€œMediatorsâ€. <i>Integrative Psychological and Behavioral Science</i> , 2019, 53, 323-343.	0.9	10

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19	Dialogical argumentation in elementary science classrooms. <i>Cultural Studies of Science Education</i> , 2018, 13, 1061-1085.	1.3	10
20	Autopsy of an airplane crash: a transactional approach to forensic cognitive science. <i>Cognition, Technology and Work</i> , 2018, 20, 267-287.	3.0	5
21	Elaborating the later Vygotsky's radical initiative on the nature and function of language: implications for mathematics education. <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 975-986.	2.2	2
22	From Object-Oriented to Fluid Ontology: a Case Study of the Materiality of Design Work in Agile Software Development. <i>Computer Supported Cooperative Work</i> , 2018, 27, 37-75.	2.9	9
23	Changes in Primary Students' Informal Reasoning During an Environment-Related Curriculum on Socio-scientific Issues. <i>International Journal of Science and Mathematics Education</i> , 2018, 16, 401-419.	2.5	35
24	Thinking with Spinoza about "hands-on" learning. <i>Educational Philosophy and Theory</i> , 2018, 50, 839-848.	1.8	0
25	The gap between instruction (plan) and situated action: A challenge to semiotics?. <i>Semiotica</i> , 2018, 2018, 1-27.	0.5	1
26	The invisible subject in educational science. <i>Journal of Curriculum Studies</i> , 2018, 50, 315-332.	2.1	5
27	Challenging the Cause-Effect Logic: Toward a Transactional Approach for Understanding Human Behavior in Crisis Situations. <i>Human Arenas</i> , 2018, 1, 262-287.	1.4	5
28	<i>Neoformation</i>: A Dialectical Approach to Developmental Change. <i>Mind, Culture, and Activity</i> , 2017, 24, 368-380.	1.9	10
29	Looking Back to the Future: A Response to Kellogg. <i>Mind, Culture, and Activity</i> , 2017, 24, 388-392.	1.9	0
30	Becoming-design in <i>co</i>-responding: re/theorising the co- in codesigning. <i>CoDesign</i> , 2017, 13, 1-15.	2.0	9
31	Alienation in mathematics education: a problem considered from neo-Vygotskian approaches. <i>Educational Studies in Mathematics</i> , 2017, 96, 367-380.	2.8	4
32	The Mathematics of Mathematics. , 2017, , .		10
33	The Thinking Body In/Of Multimodal Engineering Literacy. <i>Theory Into Practice</i> , 2017, 56, 255-262.	1.6	5
34	Astonishment: a post-constructivist investigation into mathematics as passion. <i>Educational Studies in Mathematics</i> , 2017, 95, 97-111.	2.8	8
35	Understanding Educational Psychology. <i>Cultural Psychology of Education</i> , 2017, , .	0.2	34
36	Mixed-fleet flying in commercial aviation: a joint cognitive systems perspective. <i>Cognition, Technology and Work</i> , 2016, 18, 449-463.	3.0	14

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37	Quasi-communities: rethinking learning in formal adult and vocational education. <i>Instructional Science</i> , 2016, 44, 583-600.	2.0	10
38	Re/Thinking the Nature of Technology in Science Classrooms. <i>Interchange</i> , 2016, 47, 169-187.	1.8	3
39	<i>Perezhivanie</i> – A Monist Concept for a Monist Theory. <i>Mind, Culture, and Activity</i> , 2016, 23, 353-355.	1.9	0
40	<i>Perezhivanie</i> in the Light of the Later Vygotsky’s Spinozist Turn. <i>Mind, Culture, and Activity</i> , 2016, 23, 315-324.	1.9	31
41	Discourse/s in/of CSCW. <i>Computer Supported Cooperative Work</i> , 2016, 25, 385-407.	2.9	10
42	Beyond agency: sources of knowing and learning in children’s science- and technology-related problem solving. <i>Cultural Studies of Science Education</i> , 2016, 11, 1081-1101.	1.3	3
43	The collective work of engineering losers. <i>Learning, Culture and Social Interaction</i> , 2016, 9, 105-114.	1.8	1
44	On the societal nature of praxis and organic research. <i>Cultural Studies of Science Education</i> , 2016, 11, 105-125.	1.3	2
45	Growing-making mathematics: a dynamic perspective on people, materials, and movement in classrooms. <i>Educational Studies in Mathematics</i> , 2016, 93, 87-103.	2.8	13
46	Seeing design stances. <i>CoDesign</i> , 2016, 12, 6-25.	2.0	3
47	A Transactional Approach to Transfer Episodes. <i>Journal of the Learning Sciences</i> , 2016, 25, 285-330.	2.9	26
48	The Primacy of the Social and Sociogenesis. <i>Integrative Psychological and Behavioral Science</i> , 2016, 50, 122-141.	0.9	13
49	Situational Awareness as an Instructable and Instructed Matter in Multi-Media Supported Debriefing: a Case Study from Aviation. <i>Computer Supported Cooperative Work</i> , 2015, 24, 461-508.	2.9	16
50	Flight Examiners’ Methods of Ascertaining Pilot Proficiency. <i>The International Journal of Aviation Psychology</i> , 2015, 25, 209-226.	0.7	7
51	How a cockpit forgets speeds (and speed-related events): toward a kinetic description of joint cognitive systems. <i>Cognition, Technology and Work</i> , 2015, 17, 279-299.	3.0	15
52	The stakes of movement: A dynamic approach to mathematical thinking. <i>Curriculum Inquiry</i> , 2015, 45, 266-284.	1.1	5
53	<i>Becoming aware</i> : towards a post-constructivist theory of learning. <i>Learning: Research and Practice</i> , 2015, 1, 38-50.	0.4	6
54	Schooling Is the Problem: A Plaidoyer for Deinstitutionalization. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2015, 15, 315-331.	1.0	12

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55	The role of soci(et)al relations in a technology-rich teaching learning setting: The case of professional development of airline pilots. <i>Learning, Culture and Social Interaction</i> , 2015, 7, 43-58.	1.8	4
56	Rethinking Affect in Education From a Societal-Historical Perspective: The Case of Mathematics Anxiety. <i>Mind, Culture, and Activity</i> , 2015, 22, 217-232.	1.9	10
57	Optimizing a workplace learning pattern: a case study from aviation. <i>Journal of Workplace Learning</i> , 2015, 27, 112-127.	1.7	6
58	The teaching practicum as a locus of multi-leveled, school-based transformation. <i>Teaching Education</i> , 2015, 26, 17-37.	1.3	17
59	Enhancing Primary School Students' Knowledge about Global Warming and Environmental Attitude Using Climate Change Activities. <i>International Journal of Science Education</i> , 2015, 37, 31-54.	1.9	64
60	The Joint Work of Connecting Multiple (Re)presentations in Science Classrooms. <i>Science Education</i> , 2015, 99, 378-403.	3.0	22
61	The assessment of mathematical literacy of linguistic minority students: Results of a multi-method investigation. <i>Journal of Mathematical Behavior</i> , 2015, 40, 88-105.	0.9	7
62	The visible and the invisible: mathematics as revelation. <i>Educational Studies in Mathematics</i> , 2015, 88, 221-238.	2.8	12
63	Remediating misconception on climate change among secondary school students in Malaysia. <i>Environmental Education Research</i> , 2015, 21, 631-648.	2.9	26
64	Meaning and the real life of languageâ€”Learning from â€œpathologicalâ€œcases in science classrooms. <i>Linguistics and Education</i> , 2015, 30, 42-55.	1.2	9
65	Peer Assessment of Aviation Performance: Inconsistent for Good Reasons. <i>Cognitive Science</i> , 2015, 39, 405-433.	1.7	17
66	The Effects of â€œGreen Chemistryâ€œ on Secondary School Studentsâ€™ Understanding and Motivation. <i>Asia-Pacific Education Researcher</i> , 2015, 24, 35-43.	3.7	19
67	Ecological mindfulness, spirituality, and life-long (hybrid, dialogical) learning: a tribute to Michiel van Eijck. <i>Cultural Studies of Science Education</i> , 2015, 10, 21-40.	1.3	0
68	Enracinement or the earth, the originary ark, does not move: on the phenomenological (historical) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 understanding. <i>Cultural Studies of Science Education</i> , 2015, 10, 469-494.	1.3	11
69	The Emergence of Signs in Hands-On Science. , 2015, , 1271-1289.		2
70	Reading <i>Activity, Consciousness, Personality</i>Dialectically: Cultural-Historical Activity Theory and the Centrality of Society. <i>Mind, Culture, and Activity</i> , 2014, 21, 4-20.	1.9	32
71	Inconsistencies in DIF Detection for Sub-Groups in Heterogeneous Language Groups. <i>Applied Measurement in Education</i> , 2014, 27, 273-285.	1.1	24
72	Science language <i>Wanted Alive</i>: Through the dialectical/dialogical lens of Vygotsky and the Bakhtin circle. <i>Journal of Research in Science Teaching</i> , 2014, 51, 1049-1083.	3.3	21

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73	Toward a Theory of <i>Experience</i>. Science Education, 2014, 98, 106-126.	3.0	79
74	<i>Nacherzeugung, Nachverstehen</i>: A phenomenological perspective on how public understanding of science changes by engaging with online media. Public Understanding of Science, 2014, 23, 850-865.	2.8	1
75	At the intersection of text and talk: On the reproduction and transformation of language in the multi-lingual evaluation of multi-lingual texts. Semiotica, 2014, 2014, .	0.5	3
76	The emerging and emergent present: a view on the indeterminate nature of mathematics lessons. Mathematics Education Research Journal, 2014, 26, 325-352.	1.7	1
77	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
78	Space, relations, and the learning of science. Cultural Studies of Science Education, 2014, 9, 77-113.	1.3	6
79	On understanding variability in data: a study of graph interpretation in an advanced experimental biology laboratory. Educational Studies in Mathematics, 2014, 86, 359-376.	2.8	3
80	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
81	Personal Healthâ€™Personalized Science: A new driver for science education?. International Journal of Science Education, 2014, 36, 1434-1456.	1.9	13
82	History and the relationship between scientific and pedagogical knowledge: anatomy lectures then and now. Journal of Curriculum Studies, 2014, 46, 180-200.	2.1	4
83	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
84	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
85	Learning in the Discovery Sciences: The History of a â€™Radicalâ€™ Conceptual Change, or the Scientific Revolution That Was Not. Journal of the Learning Sciences, 2014, 23, 177-215.	2.9	18
86	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
87	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
88	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
89	Undoing decontextualization or how scientists come to understand their own data/graphs. Science Education, 2013, 97, 80-112.	3.0	10
90	Emotional arousal of beginning physics teachers during extended experimental investigations. Journal of Research in Science Teaching, 2013, 50, 137-161.	3.3	47

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91	Contradictions and uncertainty in scientists' mathematical modeling and interpretation of data. <i>Journal of Mathematical Behavior</i> , 2013, 32, 593-612.	0.9	6
92	Situated cognition. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2013, 4, 463-478.	2.8	85
93	Investigating Linguistic Sources of Differential Item Functioning Using Expert Think-Aloud Protocols in Science Achievement Tests. <i>International Journal of Science Education</i> , 2013, 35, 546-576.	1.9	16
94	Toward a post-constructivist ethics in/of teaching and learning. <i>Pedagogies</i> , 2013, 8, 103-125.	0.9	17
95	Promoting pro-environmental attitudes and reported behaviors of Malaysian pre-service teachers using green chemistry experiments. <i>Environmental Education Research</i> , 2012, 18, 375-389.	2.9	35
96	"They're gonna explain to us what makes a cube a cube?" Geometrical properties as contingent achievement of sequentially ordered child-centered mathematics lessons. <i>Mathematics Education Research Journal</i> , 2012, 24, 323-346.	1.7	20
97	Conceptualizing sound as a form of incarnate mathematical consciousness. <i>Educational Studies in Mathematics</i> , 2012, 79, 41-59.	2.8	17
98	Intercorporeality and ethical commitment: an activity perspective on classroom interaction. <i>Educational Studies in Mathematics</i> , 2011, 77, 227-245.	2.8	68
99	Radical embodiment and semiotics: toward a theory of mathematics in the flesh. <i>Educational Studies in Mathematics</i> , 2011, 77, 267-284.	2.8	17
100	Reproducing successful rituals in bad times: Exploring emotional interactions of a new science teacher. <i>Science Education</i> , 2011, 95, 745-765.	3.0	46
101	A study of laughter in science lessons. <i>Journal of Research in Science Teaching</i> , 2011, 48, 437-458.	3.3	39
102	Cultural diversity in science education through <i>Novelization</i> : Against the <i>Epicization</i> of science and cultural centralization. <i>Journal of Research in Science Teaching</i> , 2011, 48, 824-847.	3.3	33
103	Comment: What constitutes evidence in science education research?. <i>Journal of Research in Science Teaching</i> , 2011, 48, 1225-1232.	3.3	0
104	Passibility. , 2011, , .		59
105	Engaging young children in collective curriculum design. <i>Cultural Studies of Science Education</i> , 2010, 5, 533-562.	1.3	45
106	Science and religion in a high school physics class: revisiting the source materials of "The interaction of scientific and religious discourses". <i>Cultural Studies of Science Education</i> , 2010, 5, 163-167.	1.3	2
107	Science and religion: what is at stake?. <i>Cultural Studies of Science Education</i> , 2010, 5, 5-17.	1.3	9
108	Solidarity and conflict: aligned and misaligned prosody as a transactional resource in intra- and intercultural communication involving power differences. <i>Cultural Studies of Science Education</i> , 2010, 5, 807-847.	1.3	52

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109	From a Sense of Stereotypically Foreign to Belonging in a Science Community: Ways of Experiential Descriptions About High School Studentsâ€™ Science Internship. <i>Research in Science Education</i> , 2010, 40, 291-311.	2.3	31
110	Fullness of life as minimal unit: Science, technology, engineering, and mathematics (STEM) learning across the life span. <i>Science Education</i> , 2010, 94, 1027-1048.	3.0	33
111	An anthropology of reading science texts in online media. <i>Semiotica</i> , 2010, 2010, .	0.5	1
112	Reading Online News Media for Science Content: A Social Psychological Approach. <i>Reading Psychology</i> , 2010, 31, 254-281.	1.4	6
113	The Referencing Practices of Mind, Culture, and Activity: On Citing (Sighting?) and Being Cited (Sighted?). <i>Mind, Culture, and Activity</i> , 2010, 17, 93-101.	1.9	7
114	Re/thinking the Zone of Proximal Development (Symmetrically). <i>Mind, Culture, and Activity</i> , 2010, 17, 299-307.	1.9	67
115	Toward a Dynamic Understanding of Mind, Culture, Activity, and Life: Difference-in-Itself as the Source of Change. <i>Mind, Culture, and Activity</i> , 2010, 17, 203-211.	1.9	2
116	Activism: A Category for Theorizing Learning. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2010, 10, 278-291.	1.0	30
117	Toward a Social Practice Perspective on the Work of Reading Inscriptions in Science Texts. <i>Reading Psychology</i> , 2010, 31, 228-253.	1.4	17
118	Solidarity and conflict: aligned and misaligned prosody as a transactional resource in intra- and intercultural communication involving power differences. <i>Cultural Studies of Science Education</i> , 2010, 5, 807.	1.3	7
119	The Emergence of 3D Geometry From Children's (Teacher-Guided) Classification Tasks. <i>Journal of the Learning Sciences</i> , 2009, 18, 45-99.	2.9	23
120	Culturalâ€“historical activity theory and pedagogy: an introduction. <i>Pedagogies</i> , 2009, 5, 1-5.	0.9	3
121	Vygotsky's dynamic conception of the thinkingâ€“speaking relationship. <i>Pedagogies</i> , 2009, 5, 49-60.	0.9	3
122	Realizing Vygotsky's program concerning language and thought: tracking knowing (ideas,) Tj ETQq0 0 0 rgBT /OverJock 10 Tf,50 222 Td	1.1	7
123	An Analysis of Teacher Discourse that Introduces Real Science Activities to High School Students. <i>Research in Science Education</i> , 2009, 39, 553-574.	2.3	14
124	Bodily experience and mathematical conceptions: from classical views to a phenomenological reconceptualization. <i>Educational Studies in Mathematics</i> , 2009, 70, 175-189.	2.8	48
125	Specifying the ethnomethodological â€œwhat more?â€: <i>Cultural Studies of Science Education</i> , 2009, 4, 1-12.	1.3	6
126	Natural pedagogical conversations in high school students' internship. <i>Journal of Research in Science Teaching</i> , 2009, 46, 481-505.	3.3	20

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127	To be or not to be? Discursive resources for (Dis)identifying with science-related careers. <i>Journal of Research in Science Teaching</i> , 2009, 46, 1114-1136.	3.3	24
128	Lab technicians and high school student interns—Who is scaffolding whom?: On forms of emergent expertise. <i>Science Education</i> , 2009, 93, 1-25.	3.0	20
129	Translations of scientific practice to “students’ images of science”. <i>Science Education</i> , 2009, 93, 611-634.	3.0	21
130	Radical Uncertainty in Scientific Discovery Work. <i>Science Technology and Human Values</i> , 2009, 34, 313-336.	3.1	48
131	Culturing conceptions: From first principles. <i>Cultural Studies of Science Education</i> , 2008, 3, 231-261.	1.3	27
132	A question of competing paradigms?. <i>Cultural Studies of Science Education</i> , 2008, 3, 373-385.	1.3	7
133	Bricolage, mĂ©tissage, hybridity, heterogeneity, diaspora: concepts for thinking science education in the 21st century. <i>Cultural Studies of Science Education</i> , 2008, 3, 891-916.	1.3	61
134	Time and temporality as mediators of science learning. <i>Science Education</i> , 2008, 92, 115-140.	3.0	33
135	Representations of scientists in Canadian high school and college textbooks. <i>Journal of Research in Science Teaching</i> , 2008, 45, 1059-1082.	3.3	25
136	Contradictions in the practices of training for and assessment of competency. <i>Education and Training</i> , 2008, 50, 260-272.	3.1	51
137	Catchments, growth points, and the iterability of signs in classroom communication. <i>Semiotica</i> , 2008, .	0.5	4
138	Emotion at Work: A Contribution to Third-Generation Cultural-Historical Activity Theory. <i>Mind, Culture, and Activity</i> , 2007, 14, 40-63.	1.9	91
139	The ethico-moral nature of identity: Prolegomena to the development of third-generation Cultural-Historical Activity Theory. <i>International Journal of Educational Research</i> , 2007, 46, 83-93.	2.2	35
140	Proliferation of inscriptions and transformations among preservice science teachers engaged in authentic science. <i>Journal of Research in Science Teaching</i> , 2007, 44, 538-564.	3.3	32
141	On performing concepts during science lectures. <i>Science Education</i> , 2007, 91, 96-114.	3.0	44
142	Keeping the local local: Recalibrating the status of science and traditional ecological knowledge (TEK) in education. <i>Science Education</i> , 2007, 91, 926-947.	3.0	103
143	Rethinking the Role of Information Technology-Based Research Tools in Students’™ Development of Scientific Literacy. <i>Journal of Science Education and Technology</i> , 2007, 16, 225-238.	3.9	17
144	Editorial: Collective responsibility and the other. <i>Cultural Studies of Science Education</i> , 2007, 1, 607-614.	1.3	3

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145	Theorizing passivity. <i>Cultural Studies of Science Education</i> , 2007, 2, 1-8.	1.3	27
146	Of roads less traveled, trails blazed, and garden paths laid in walking. <i>Cultural Studies of Science Education</i> , 2007, 2, 309-317.	1.3	3
147	Epistemology and first philosophy. <i>Cultural Studies of Science Education</i> , 2007, 2, 517-528.	1.3	3
148	Toward solidarity as the ground for changing science education. <i>Cultural Studies of Science Education</i> , 2007, 2, 721-783.	1.3	13
149	Community-Level Controversy Over a Natural Resource: Toward a More Democratic Science in Society. <i>Society and Natural Resources</i> , 2006, 19, 429-445.	1.9	20
150	Contradictions in theorizing and implementing communities in education. <i>Educational Research Review</i> , 2006, 1, 27-40.	7.8	105
151	Chemical inscriptions in Korean textbooks: Semiotics of macro- and microworld. <i>Science Education</i> , 2006, 90, 173-201.	3.0	57
152	Learning and teaching as emergent features of informal settings: An ethnographic study in an environmental action group. <i>Science Education</i> , 2006, 90, 1028-1049.	3.0	40
153	Toward a new conception of conceptions: Interplay of talk, gestures, and structures in the setting. <i>Journal of Research in Science Teaching</i> , 2006, 43, 1086-1109.	3.3	59
154	Does mathematical learning occur in going from concrete to abstract or in going from abstract to concrete?. <i>Journal of Mathematical Behavior</i> , 2006, 25, 334-344.	0.9	10
155	Knowing What You Tell, Telling What You Know: Uncertainty and Asymmetries of Meaning in Interpreting Graphical Data. <i>Cultural Studies of Science Education</i> , 2006, 1, 11-81.	1.3	46
156	Forum: The Cultures of Schooling and the Reproduction of Inequity. <i>Cultural Studies of Science Education</i> , 2006, 1, 253-272.	1.3	2
157	A dialectical materialist reading of the sign. <i>Semiotica</i> , 2006, 2006, .	0.5	5
158	Making sense of photographs. <i>Science Education</i> , 2005, 89, 219-241.	3.0	86
159	Coordination in coteaching: Producing alignment in real time. <i>Science Education</i> , 2005, 89, 675-702.	3.0	39
160	Publish or Stay Behind and Perhaps Perish: Stability of Publication Practices in (Some) Social Sciences. <i>Soziale Systeme: Zeitschrift Fur Soziologische Theorie</i> , 2005, 11, 129-150.	0.4	6
161	Making Classifications (at) Work. <i>Social Studies of Science</i> , 2005, 35, 581-621.	2.5	60
162	Interpreting unfamiliar graphs: A generative, activity theoretic model. <i>Educational Studies in Mathematics</i> , 2004, 57, 265-290.	2.8	31

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163	Learning by developing knowledge networks. Zentralblatt F�r Didaktik Der Mathematik, 2004, 36, 196-205.	0.4	8
164	Science education as/for participation in the community. Science Education, 2004, 88, 263-291.	3.0	324
165	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
166	Perceptual gestalts in workplace communication. Journal of Pragmatics, 2004, 36, 1037-1069.	1.5	36
167	Competent Workplace Mathematics: How Signs Become Transparent in Use. International Journal of Computers for Mathematical Learning, 2003, 8, 161-189.	0.6	26
168	Emergence, flexibility, and stabilization of language in a physics classroom. Journal of Research in Science Teaching, 2003, 40, 869-897.	3.3	35
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