

Florence Mihaela Singer

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/272839/publications.pdf>

Version: 2024-02-01

38
papers

667
citations

623188

14
h-index

642321

23
g-index

40
all docs

40
docs citations

40
times ranked

306
citing authors

#	ARTICLE	IF	CITATIONS
1	Problem-posing research in mathematics education: new questions and directions. Educational Studies in Mathematics, 2013, 83, 1-7.	1.8	100
2	A problem-solving conceptual framework and its implications in designing problem-posing tasks. Educational Studies in Mathematics, 2013, 83, 9-26.	1.8	66
3	Teaching and learning cycles in a constructivist approach to instruction. Teaching and Teacher Education, 2008, 24, 1613-1634.	1.6	49
4	Mathematical Problem Posing. , 2015, , .		48
5	Teachersâ€™ views on creativity in mathematics education: an international survey. ZDM - International Journal on Mathematics Education, 2013, 45, 309-324.	1.3	41
6	How are motivation and self-efficacy interacting in problem-solving and problem-posing?. Educational Studies in Mathematics, 2020, 105, 487-517.	1.8	37
7	Problem modification as a tool for detecting cognitive flexibility in school children. ZDM - International Journal on Mathematics Education, 2013, 45, 267-279.	1.3	35
8	Cognitive styles in posing geometry problems: implications for assessment of mathematical creativity. ZDM - International Journal on Mathematics Education, 2017, 49, 37-52.	1.3	28
9	Research On and Activities For Mathematically Gifted Students. ICME-13 Topical Surveys, 2016, , .	1.6	27
10	Between perception and intuition: Learning about infinity. Journal of Mathematical Behavior, 2008, 27, 188-205.	0.5	25
11	Is Problem Posing a Tool for Identifying and Developing Mathematical Creativity?. , 2015, , 141-174.		23
12	Beyond Conceptual Change: Using Representations to Integrate Domain-Specific Structural Models in Learning Mathematics. Mind, Brain, and Education, 2007, 1, 84-97.	0.9	19
13	Academic self-efficacy and cognitive load in students. Procedia, Social and Behavioral Sciences, 2011, 12, 478-482.	0.5	19
14	Using blended learning as a tool to strengthen teaching competences. Procedia Computer Science, 2011, 3, 1527-1531.	1.2	19
15	Advancements in research on creativity and giftedness in mathematics education: introduction to the special issue. ZDM - International Journal on Mathematics Education, 2017, 49, 5-12.	1.3	19
16	The dynamic infrastructure of mindâ€™A hypothesis and some of its applications. New Ideas in Psychology, 2009, 27, 48-74.	1.2	16
17	Research On and Activities For Mathematically Gifted Students. ICME-13 Topical Surveys, 2016, , 1-41.	1.6	16
18	Problem Posing in Mathematics: Reflecting on the Past, Energizing the Present, and Foreshadowing the Future. , 2015, , 547-556.		11

#	ARTICLE	IF	CITATIONS
19	Creative contexts as ways to strengthen mathematics learning. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 33, 538-542.	0.5	10
20	When Mathematics Meets Real Objects: How Does Creativity Interact with Expertise in Problem Solving and Posing?. <i>Advances in Mathematics Education</i> , 2017, , 75-103.	0.2	9
21	Cognitive Framing: A Case in Problem Posing. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 78, 195-199.	0.5	7
22	Modelling Both Complexity and Abstraction: A Paradox?. , 2007, , 233-240.		7
23	Information structuringâ€”a new way of perceiving the content of learning. <i>Zentralblatt FÃ¼r Didaktik Der Mathematik</i> , 2001, 33, 204-217.	0.4	6
24	Developing a Competence-based Curriculum for the 21st Century: The Case of Kuwait. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 128, 475-481.	0.5	6
25	Balancing Globalisation And Local Identity In The Reform Of Education In Romania. , 2008, , 365-382.		5
26	In Search of Structures: How Does the Mind Explore Infinity?. <i>Mind, Brain, and Education</i> , 2010, 4, 81-93.	0.9	4
27	Enhancing Creative Capacities in Mathematically-Promising Students. <i>Challenges and Limits. ICME-13 Monographs</i> , 2018, , 1-23.	1.0	3
28	Playing on patterns: is it a case of analogical transfer?. <i>ZDM - International Journal on Mathematics Education</i> , 2022, 54, 211-229.	1.3	3
29	Masterprof: A program to educate Teachers for the Knowledge Society. <i>Procedia, Social and Behavioral Sciences</i> , 2011, 11, 7-11.	0.5	2
30	Using small scale projects as tools for changing the teaching paradigm. <i>Procedia, Social and Behavioral Sciences</i> , 2011, 11, 200-204.	0.5	2
31	When Communication Tasks Become tools to Enhance Learning. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 187, 503-508.	0.5	2
32	CERME7 Working Group 7: Mathematical potential, creativity and talent. <i>Research in Mathematics Education</i> , 2012, 14, 197-198.	1.0	1
33	Dynamic Thinking and Static Thinking in Problem Solving: Do they Explain Different Patterns of Studentsâ€™ Answers?. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 128, 217-222.	0.5	1
34	Cognitive Variety in Rich-Challenging Tasks. <i>ICME-13 Monographs</i> , 2018, , 83-114.	1.0	1
35	Message from the Guest Editors. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 128, 1-3.	0.5	0
36	How Difficult is a Problem? Handling Multi-layered Information Conveyed in a Variety of Codes. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 203, 192-198.	0.5	0

#	ARTICLE	IF	CITATIONS
37	Can students do better? A cognitive experiment in the math class. <i>Frontiers in Neuroscience</i> , 0, 4, .	1.4	0
38	Topic Study Group No. 4: Activities for, and Research on, Mathematically Gifted Students. <i>ICME-13 Monographs</i> , 2017, , 391-395.	1.0	0