

Florence Mihaela Singer

List of Publications by Year in descending order

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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	Playing on patterns: is it a case of analogical transfer?. ZDM - International Journal on Mathematics Education, 2022, 54, 211-229.	1.3	3
2	How are motivation and self-efficacy interacting in problem-solving and problem-posing?. Educational Studies in Mathematics, 2020, 105, 487-517.	1.8	37
3	Enhancing Creative Capacities in Mathematically-Promising Students. Challenges and Limits. ICME-13 Monographs, 2018, , 1-23.	1.0	3
4	Cognitive Variety in Rich-Challenging Tasks. ICME-13 Monographs, 2018, , 83-114.	1.0	1
5	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
6	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
7	When Mathematics Meets Real Objects: How Does Creativity Interact with Expertise in Problem Solving and Posing?. Advances in Mathematics Education, 2017, , 75-103.	0.2	9
8	Topic Study Group No. 4: Activities for, and Research on, Mathematically Gifted Students. ICME-13 Monographs, 2017, , 391-395.	1.0	0
9	Research On and Activities For Mathematically Gifted Students. ICME-13 Topical Surveys, 2016, , .	1.6	27
10	Research On and Activities For Mathematically Gifted Students. ICME-13 Topical Surveys, 2016, , 1-41.	1.6	16
11	How Difficult is a Problem? Handling Multi-layered Information Conveyed in a Variety of Codes. Procedia, Social and Behavioral Sciences, 2015, 203, 192-198.	0.5	0
12	When Communication Tasks Become tools to Enhance Learning. Procedia, Social and Behavioral Sciences, 2015, 187, 503-508.	0.5	2
13	Mathematical Problem Posing. , 2015, , .		48
14	Problem Posing in Mathematics: Reflecting on the Past, Energizing the Present, and Foreshadowing the Future. , 2015, , 547-556.		11
15	Is Problem Posing a Tool for Identifying and Developing Mathematical Creativity?. , 2015, , 141-174.		23
16	Developing a Competence-based Curriculum for the 21st Century: The Case of Kuwait. Procedia, Social and Behavioral Sciences, 2014, 128, 475-481.	0.5	6
17	Dynamic Thinking and Static Thinking in Problem Solving: Do they Explain Different Patterns of Studentsâ€™ Answers?. Procedia, Social and Behavioral Sciences, 2014, 128, 217-222.	0.5	1
18	Message from the Guest Editors. Procedia, Social and Behavioral Sciences, 2014, 128, 1-3.	0.5	0

#	ARTICLE	IF	CITATIONS
19	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
20	Teachers'™ views on creativity in mathematics education: an international survey. ZDM - International Journal on Mathematics Education, 2013, 45, 309-324.	1.3	41
21	Problem-posing research in mathematics education: new questions and directions. Educational Studies in Mathematics, 2013, 83, 1-7.	1.8	100
22	A problem-solving conceptual framework and its implications in designing problem-posing tasks. Educational Studies in Mathematics, 2013, 83, 9-26.	1.8	66
23	Cognitive Framing: A Case in Problem Posing. Procedia, Social and Behavioral Sciences, 2013, 78, 195-199.	0.5	7
24	CERME7 Working Group 7: Mathematical potential, creativity and talent. Research in Mathematics Education, 2012, 14, 197-198.	1.0	1
25	Creative contexts as ways to strengthen mathematics learning. Procedia, Social and Behavioral Sciences, 2012, 33, 538-542.	0.5	10
26	Masterprof: A program to educate Teachers for the Knowledge Society. Procedia, Social and Behavioral Sciences, 2011, 11, 7-11.	0.5	2
27	Using small scale projects as tools for changing the teaching paradigm. Procedia, Social and Behavioral Sciences, 2011, 11, 200-204.	0.5	2
28	Academic self-efficacy and cognitive load in students. Procedia, Social and Behavioral Sciences, 2011, 12, 478-482.	0.5	19
29	Using blended learning as a tool to strengthen teaching competences. Procedia Computer Science, 2011, 3, 1527-1531.	1.2	19
30	In Search of Structures: How Does the Mind Explore Infinity?. Mind, Brain, and Education, 2010, 4, 81-93.	0.9	4
31	The dynamic infrastructure of mind"™A hypothesis and some of its applications. New Ideas in Psychology, 2009, 27, 48-74.	1.2	16
32	Balancing Globalisation And Local Identity In The Reform Of Education In Romania. , 2008, , 365-382.		5
33	Between perception and intuition: Learning about infinity. Journal of Mathematical Behavior, 2008, 27, 188-205.	0.5	25
34	Teaching and learning cycles in a constructivist approach to instruction. Teaching and Teacher Education, 2008, 24, 1613-1634.	1.6	49
35	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
36	Modelling Both Complexity and Abstraction: A Paradox?. , 2007, , 233-240.		7

#	ARTICLE	IF	CITATIONS
37	Information structuringâ€”a new way of perceiving the content of learning. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2001, 33, 204-217.	0.4	6
38	Can students do better? A cognitive experiment in the math class. Frontiers in Neuroscience, 0, 4, .	1.4	0