LluÃ-s AlbarracÃ-n

List of Publications by Year
in descending order

		1163117	1125743
37 papers	232 citations	8 h-index	13 g-index
40 all docs	40 docs citations	40 times ranked	104 citing authors

#	Article	IF	Citations
1	Modelización matemática en actividades estadÃsticas: Episodios clave para la generación de modelos. Uniciencia, 2022, 36, 1-18.	0.5	0
2	The Role of Context for Characterising Students' Strategies when Estimating Large Numbers of Elements on a Surface. International Journal of Science and Mathematics Education, 2021, 19, 1209-1227.	2.5	8
3	Large Number Estimation as a Vehicle to Promote Mathematical Modeling. Early Childhood Education Journal, 2021, 49, 681-691.	2.7	10
4	Students from grade 2 to grade 10 solving a Fermi problem: analysis of emerging models. Mathematics Education Research Journal, 2021, 33, 61-78.	1.7	14
5	Orientación y coevaluación: Dos aspectos clave para la evolución del proceso de resolución de problemas. Bolema - Mathematics Education Bulletin, 2021, 35, 89-111.	0.4	1
6	Primary education degree programs in Alicante, Barcelona and Helsinki: Could the differences in the mathematical knowledge of incoming students be explained by the access criteria?. Lumat, 2021, 9, .	0.5	3
7	A sequence of activities to develop visualization using a video game. Ensenanza De Las Ciencias, 2021, 39, 181.	0.3	1
8	REPENSANDO LOS PROBLEMAS DE FERMI PARA LA ENSEÃ'ANZA Y APRENDIZAJE DE LAS CIENCIAS. Investigacoes Em Ensino De Ciencias, 2021, 26, 56.	0.2	0
9	Mathematical Modeling Projects Oriented towards Social Impact as Generators of Learning Opportunities: A Case Study. Mathematics, 2020, 8, 2034.	2.2	3
10	Graph-Based Problem Explorer: A Software Tool to Support Algorithm Design Learning While Solving the Salesperson Problem. Mathematics, 2020, 8, 1595.	2.2	3
11	Caracterización de procesos metacognitivos en la resolución de problemas de numeración y patrones matemáticos. Educacion Matematica, 2020, 32, 39-67.	0.1	3
12	El potencial del eye-tracker como herramienta para estudiar el razonamiento matemático: Una experiencia usando videojuegos. , 2020, , .		0
13	The use and potential of Fermi problems in the STEM disciplines to support the development of twenty-first century competencies. ZDM - International Journal on Mathematics Education, 2019, 51, 979-990.	2.2	19
14	Using Large Number Estimation Problems in Primary Education Classrooms to Introduce Mathematical Modelling. International Journal of Innovation in Science and Mathematics Education, 2019, 27, .	0.2	16
15	The Influence of Technology on the Mathematical Modelling of Physical Phenomena. ICME-13 Monographs, 2019, , 161-178.	1.0	4
16	Un estudio exploratorio sobre el conocimiento del maestro para guiar actividades de modelización matemática en Educación Primaria. Modelling in Science Education and Learning, 2019, 12, 77.	0.2	0
17	Diseño de criterios para reducir la variabilidad en la calificación de exámenes de matemáticas en pruebas de acceso a la universidad. Pna, 2019, 13, 62-83.	0.5	1
18	Students Estimating Large Quantities: From Simple Strategies to the Population Density Model. Eurasia Journal of Mathematics, Science and Technology Education, 2018, 14, .	1.3	8

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19	Actividades de Estimación de Medida: La interpretación de los docentes de Educación Primaria. Bolema - Mathematics Education Bulletin, 2018, 32, 1177-1197.	0.4	3
20	An open task to promote students to create statistical concepts through modelling. Teaching Statistics, 2017, 39, 100-105.	0.9	1
21	Análisis de los Modelos Matemáticos Producidos durante la Resolución de Problemas de Fermi. Bolema - Mathematics Education Bulletin, 2017, 31, 220-242.	0.4	13
22	Design and Implementation of a Tool for Analysing Student Products When They Solve Fermi Problems. International Perspectives on the Teaching and Learning of Mathematical Modelling, 2017, , 265-275.	0.5	9
23	Análisis de las actividades propuestas por un libro de texto: el caso de la medida. REDIMAT: Journal of Research in Mathematics Education, 2017, 6, 136.	0.5	3
24	Los videojuegos como objeto de investigación incipiente en Educación Matemática. Modelling in Science Education and Learning, 2017, 10, 53.	0.2	6
25	Modelling with Statistical Data: Characterisation of Student Models. International Perspectives on the Teaching and Learning of Mathematical Modelling, 2017, , 37-47.	0.5	2
26	Los problemas de Fermi como actividades para introducir la modelización: qué sabemos y qué más deberíamos saber. Modelling in Science Education and Learning, 2017, 10, 117.	0.2	1
27	What Is Known about Elementary Grades Mathematical Modelling. Education Research International, 2016, 2016, 1-9.	1.1	25
28	EyeMath: Identifying Mathematics Problem Solving Processes in a RTS Video Game. Lecture Notes in Computer Science, 2016, , 50-59.	1.3	3
29	Complejidad en el proceso de modelización de una tarea estadística. Modelling in Science Education and Learning, 2016, 9, 5.	0.2	2
30	A brief guide to modelling in secondary school: estimating big numbers. Teaching Mathematics and Its Applications, 2015, 34, 223-228.	0.8	3
31	Aprendiendo a Enseñar Matemáticas a Partir de la Propia Experiencia. Procedia, Social and Behavioral Sciences, 2015, 196, 113-119.	0.5	1
32	Mathematics learning opportunities when playing a Tower Defense Game. International Journal of Serious Games, 2015, 2, .	1.1	12
33	Devising a plan to solve Fermi problems involving large numbers. Educational Studies in Mathematics, 2014, 86, 79-96.	2.8	34
34	PROBLEMAS DE ESTIMACIÓN DE GRANDES CANTIDADES: MODELIZACIÓN E INFLUENCIA DEL CONTEXTO. Revista Latinoamericana De Investigacion En Matematica Educativa, 2013, 16, 289-315.	0.1	12
35	Emphasizing visualization and physical applications in the study of eigenvectors and eigenvalues. Teaching Mathematics and Its Applications, 0, , hrw018.	0.8	3
36	Designing levels of a video game to promote spatial thinking. International Journal of Mathematical Education in Science and Technology, 0, , 1-13.	1.4	1

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37	Problemas de estimación de magnitudes no alcanzables: una propuesta de aula a partir de los modelos generados por los alumnos. Modelling in Science Education and Learning, 0, 6, 33.	0.2	1