Mark Prendergast

List of Publications by Year
in descending order

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32	207	1163117 8	1199594 12
papers	citations	h-index	g-index

33	33	33	93
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Curriculum reform in Irish secondary schools â€“ a focus on algebra. Journal of Curriculum Studies, 2018, 50, 126-143.	2.1	27
2	Investigating the concerns of secondary school teachers towards curriculum reform. Journal of Curriculum Studies, 2020, 52, 286-306.	2.1	15
3	Analysing the correlation between secondary mathematics curriculum change and trends in beginning undergraduatesâ€™ performance of basic mathematical skills in Ireland. Irish Educational Studies, 2016, 35, 381-401.	2.5	14
4	Developing a Mathematics Module for Students with Intellectual Disability in Higher Education. International Journal of Higher Education, 2017, 6, 169.	0.5	14
5	Mathematical thinking: challenging prospective teachers to do more than â€˜talk the talkâ€™. International Journal of Mathematical Education in Science and Technology, 2014, 45, 635-647.	1.4	13
6	â€˜Students enjoyed and talked about the classes in the corridorsâ€™: pedagogical framework promoting interest in algebra. International Journal of Mathematical Education in Science and Technology, 2014, 45, 795-812.	1.4	12
7	Pre-service and in-service teachersâ€™ perceptions on the integration of childrenâ€™s literature in mathematics teaching and learning in Ireland. Irish Educational Studies, 2019, 38, 157-175.	2.5	12
8	A profile of mathematics instruction time in Irish second level schools. Irish Educational Studies, 2017, 36, 133-150.	2.5	11
9	Collaborative cognitive-activation strategies as an emancipatory force in promoting girlsâ€™ interest in and enjoyment of mathematics: A cross-national case study. International Journal of Educational Research, 2017, 81, 38-51.	2.2	11
10	Teachersâ€™ self-perceptions of mathematical knowledge for teaching at the transition between primary and post-primary school. International Journal of Mathematical Education in Science and Technology, 2020, 51, 497-519.	1.4	9
11	Influence of gender, single-sex and co-educational schooling on studentsâ€™ enjoyment and achievement in mathematics. International Journal of Mathematical Education in Science and Technology, 2014, 45, 1115-1130.	1.4	7
12	Investigating secondary students beliefs about mathematical problem-solving. International Journal of Mathematical Education in Science and Technology, 2018, 49, 1203-1218.	1.4	7
13	Teaching mathematics after hours. Journal of Curriculum Studies, 2019, 51, 494-512.	2.1	7
14	A time profile of mathematics in a â€˜gap yearâ€™ in Irish secondary schools. European Journal of Science and Mathematics Education, 2016, 4, 293-304.	1.1	6
15	Assigning mathematics instruction time in secondary schools: what are the influential factors?. International Journal of Mathematical Education in Science and Technology, 2016, 47, 1137-1155.	1.4	5
16	Time allocated to mathematics in post-primary schools in Ireland: are we in double trouble?. International Journal of Mathematical Education in Science and Technology, 2018, 49, 501-516.	1.4	4
17	A â€œnew normalâ€: Teachersâ€™ experiences of the day-to-day impact of incentivising the study of advanced mathematics. Research in Mathematics Education, 2020, 22, 233-248.	1.2	4
18	Studentsâ€™ perceptions of mathematics writing and its impact on their enjoyment and self-confidence. Teaching Mathematics and Its Applications, 0, , .	0.8	4

#	Article	IF	Citations
19	Measuring the mathematical problem solving and procedural skills of students in an Irish higher education institution â€“ A pilot study. European Journal of Science and Mathematics Education, 2020, 8, 92-106.	1.1	4
20	Mind the gap: an initial analysis of the transition of a second level curriculum reform to higher education. Teaching Mathematics and Its Applications, 2017, , hrw024.	0.8	3
21	Is there a point? Teachersâ€™ perceptions of a policy incentivizing the study of advanced mathematics. Journal of Curriculum Studies, 2020, 52, 752-769.	2.1	3
22	Framework for analysing continuity in studentsâ€™ learning experiences during primary to secondary transition in mathematics. Irish Educational Studies, 2021, 40, 37-49.	2.5	3
23	Mathematics as a gendered subject: a deeper insight into studentsâ€™ attitudes in Irish post-primary schools. Irish Educational Studies, 2021, 40, 627-646.	2.5	3
24	Maths Sparks engagement programme: investigating the impact on under-privileged pupilsâ€™ attitudes towards mathematics. Teaching Mathematics and Its Applications, 2021, 40, 133-153.	0.8	2
25	The Evolution of Student Teachersâ€™â€™ Concerns Regarding Mathematics Curricular Reform. International Journal of Science and Mathematics Education, 2020, 18, 1293-1310.	2.5	1
26	Reforming Junior Cycle: Lessons from Project Maths. , 2021, , 125-142.		1
27	Irish pre-service mathematics teachersâ€™ knowledge of curriculum-aligned content. Irish Educational Studies, 0, , 1-20.	2.5	1
28	Profiling mathematical procedural and problem-solving skills of undergraduate students following a new mathematics curriculum. International Journal of Mathematical Education in Science and Technology, 2023, 54, 220-249.	1.4	1
29	The Effect of High Literacy Demands in Mathematics on International Students. International Journal of Educational Studies in Mathematics, 2016, 3, 1-8.	0.1	1
30	Bespoke Mobile Application Development. Advances in Mobile and Distance Learning Book Series, 2016, , 222-249.	0.5	1
31	Supporting Mathematics Teachersâ€™ Development through Higher Education. International Journal of Higher Education, 2016, 6, 209.	0.5	0
32	Developing and Maintaining Interest in School Algebra. Literacy Information and Computer Education Journal, 0, , 245-253.	0.1	0