

Mark Prendergast

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

207
citations

1163117

8
h-index

1199594

12
g-index

33
all docs

33
docs citations

33
times ranked

93
citing authors

#	ARTICLE	IF	CITATIONS
1	Profiling mathematical procedural and problem-solving skills of undergraduate students following a new mathematics curriculum. <i>International Journal of Mathematical Education in Science and Technology</i> , 2023, 54, 220-249.	1.4	1
2	Framework for analysing continuity in students' learning experiences during primary to secondary transition in mathematics. <i>Irish Educational Studies</i> , 2021, 40, 37-49.	2.5	3
3	Maths Sparks engagement programme: investigating the impact on under-privileged pupils' attitudes towards mathematics. <i>Teaching Mathematics and Its Applications</i> , 2021, 40, 133-153.	0.8	2
4	Reforming Junior Cycle: Lessons from Project Maths. , 2021, , 125-142.		1
5	Mathematics as a gendered subject: a deeper insight into students' attitudes in Irish post-primary schools. <i>Irish Educational Studies</i> , 2021, 40, 627-646.	2.5	3
6	Teachers' self-perceptions of mathematical knowledge for teaching at the transition between primary and post-primary school. <i>International Journal of Mathematical Education in Science and Technology</i> , 2020, 51, 497-519.	1.4	9
7	A 'new normal': Teachers' experiences of the day-to-day impact of incentivising the study of advanced mathematics. <i>Research in Mathematics Education</i> , 2020, 22, 233-248.	1.2	4
8	Investigating the concerns of secondary school teachers towards curriculum reform. <i>Journal of Curriculum Studies</i> , 2020, 52, 286-306.	2.1	15
9	The Evolution of Student Teachers' Concerns Regarding Mathematics Curricular Reform. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 1293-1310.	2.5	1
10	Is there a point? Teachers' perceptions of a policy incentivizing the study of advanced mathematics. <i>Journal of Curriculum Studies</i> , 2020, 52, 752-769.	2.1	3
11	Measuring the mathematical problem solving and procedural skills of students in an Irish higher education institution – A pilot study. <i>European Journal of Science and Mathematics Education</i> , 2020, 8, 92-106.	1.1	4
12	Pre-service and in-service teachers' perceptions on the integration of children's literature in mathematics teaching and learning in Ireland. <i>Irish Educational Studies</i> , 2019, 38, 157-175.	2.5	12
13	Teaching mathematics after hours. <i>Journal of Curriculum Studies</i> , 2019, 51, 494-512.	2.1	7
14	Investigating secondary students beliefs about mathematical problem-solving. <i>International Journal of Mathematical Education in Science and Technology</i> , 2018, 49, 1203-1218.	1.4	7
15	Curriculum reform in Irish secondary schools – a focus on algebra. <i>Journal of Curriculum Studies</i> , 2018, 50, 126-143.	2.1	27
16	Time allocated to mathematics in post-primary schools in Ireland: are we in double trouble?. <i>International Journal of Mathematical Education in Science and Technology</i> , 2018, 49, 501-516.	1.4	4
17	Mind the gap: an initial analysis of the transition of a second level curriculum reform to higher education. <i>Teaching Mathematics and Its Applications</i> , 2017, , hrw024.	0.8	3
18	A profile of mathematics instruction time in Irish second level schools. <i>Irish Educational Studies</i> , 2017, 36, 133-150.	2.5	11

#	ARTICLE	IF	CITATIONS
19	Collaborative cognitive-activation strategies as an emancipatory force in promoting girls' interest in and enjoyment of mathematics: A cross-national case study. <i>International Journal of Educational Research</i> , 2017, 81, 38-51.	2.2	11
20	Developing a Mathematics Module for Students with Intellectual Disability in Higher Education. <i>International Journal of Higher Education</i> , 2017, 6, 169.	0.5	14
21	Supporting Mathematics Teachers' Development through Higher Education. <i>International Journal of Higher Education</i> , 2016, 6, 209.	0.5	0
22	Analysing the correlation between secondary mathematics curriculum change and trends in beginning undergraduates' performance of basic mathematical skills in Ireland. <i>Irish Educational Studies</i> , 2016, 35, 381-401.	2.5	14
23	Assigning mathematics instruction time in secondary schools: what are the influential factors?. <i>International Journal of Mathematical Education in Science and Technology</i> , 2016, 47, 1137-1155.	1.4	5
24	The Effect of High Literacy Demands in Mathematics on International Students. <i>International Journal of Educational Studies in Mathematics</i> , 2016, 3, 1-8.	0.1	1
25	A time profile of mathematics in a 'gap year' in Irish secondary schools. <i>European Journal of Science and Mathematics Education</i> , 2016, 4, 293-304.	1.1	6
26	Bespoke Mobile Application Development. <i>Advances in Mobile and Distance Learning Book Series</i> , 2016, , 222-249.	0.5	1
27	Influence of gender, single-sex and co-educational schooling on students' enjoyment and achievement in mathematics. <i>International Journal of Mathematical Education in Science and Technology</i> , 2014, 45, 1115-1130.	1.4	7
28	'Students enjoyed and talked about the classes in the corridors': pedagogical framework promoting interest in algebra. <i>International Journal of Mathematical Education in Science and Technology</i> , 2014, 45, 795-812.	1.4	12
29	Mathematical thinking: challenging prospective teachers to do more than 'talk the talk'. <i>International Journal of Mathematical Education in Science and Technology</i> , 2014, 45, 635-647.	1.4	13
30	Irish pre-service mathematics teachers' knowledge of curriculum-aligned content. <i>Irish Educational Studies</i> , 0, , 1-20.	2.5	1
31	Students' perceptions of mathematics writing and its impact on their enjoyment and self-confidence. <i>Teaching Mathematics and Its Applications</i> , 0, , .	0.8	4
32	Developing and Maintaining Interest in School Algebra. <i>Literacy Information and Computer Education Journal</i> , 0, , 245-253.	0.1	0