Areti Panaoura

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/3416465/publications.pdf

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18	268	1040056 9	996975 15
papers	citations	h-index	g-index

18	18	18	217
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Using the history of mathematics to induce changes in preservice teachersâ€™ beliefs and attitudes: insights from evaluating a teacher education program. Educational Studies in Mathematics, 2009, 71, 161-180.	2.8	69
2	Relations Between Secondary Pupilsâ€™ Conceptions About Functions and Problem Solving in Different Representations. International Journal of Science and Mathematics Education, 2007, 5, 533-556.	2.5	46
3	The developmental change of young pupilsâ€™ metacognitive ability in mathematics in relation to their cognitive abilities. Cognitive Development, 2007, 22, 149-164.	1.3	35
4	Representational Flexibility and Problem-Solving Ability in Fraction and Decimal Number Addition: A Structural Model. International Journal of Science and Mathematics Education, 2016, 14, 397-417.	2.5	25
5	A Structural Model Related to the Understanding of the Concept of Function: Definition and Problem Solving. International Journal of Science and Mathematics Education, 2017, 15, 723-740.	2.5	18
6	Exploring Different Aspects of the Understanding of Function: Toward a Four-Facet Model. Canadian Journal of Science, Mathematics and Technology Education, 2008, 8, 49-69.	1.0	14
7	Improving problem solving ability in mathematics by using a mathematical model: A computerized approach. Computers in Human Behavior, 2012, 28, 2291-2297.	8.5	14
8	GEOMETRIC AND ALGEBRAIC APPROACHES IN THE CONCEPT OF â€œLIMITâ€•AND THE IMPACT OF THE â€œDIDACTIC CONTRACTâ€• International Journal of Science and Mathematics Education, 2009, 7, 765-790.	2.5	13
9	The structure of studentsâ€™ beliefs about the use of representations and their performance on the learning of fractions. Educational Psychology, 2009, 29, 713-728.	2.7	12
10	A model on the cognitive and affective factors for the use of representations at the learning of decimals. Educational Psychology, 2010, 30, 713-734.	2.7	8
11	Studentsâ€™ mathematical work on absolute value: focusing on conceptions, errors and obstacles. ZDM - International Journal on Mathematics Education, 2016, 48, 895-907.	2.2	5
12	The Development of Young Pupilsâ€™ Selfâ€Representation and Mathematical Performance in Relation to Processing Efficiency and Working Memory. Educational Psychology, 2006, 26, 643-676.	2.7	3
13	Fostering Representational Flexibility in the Mathematical Working Space of Rational Numbers. Bolema - Mathematics Education Bulletin, 2016, 30, 287-307.	0.4	3
14	Using representations in geometry: a model of studentsâ€™ cognitive and affective performance. International Journal of Mathematical Education in Science and Technology, 2014, 45, 498-511.	1.4	2
15	A multidimensional approach to explore the understanding of the notion of absolute value. International Journal of Mathematical Education in Science and Technology, 2014, 45, 159-173.	1.4	1
16	Young Students' Ability on Understanding and Constructing Geometric Proofs. Social Education Research, 0, , 121-133.	0.0	0
17	The Role of Representations in the Understanding of Mathematical Concepts in Higher Education: The case of Function for Economics Students. Journal of Research in Science Mathematics and Technology Education, 2021, 5, 59-82.	0.4	0
18	ÎˆÎ½Ï„Î¹Î»Î®ÏˆÎµÎ¹Ï‚ Î³Î¿Î½ÎÏ‰Î½ Î³Î¹Î± Ï„Î· ÏƒÏ…Î¼Î²Î¿Î»Î® Ï„Î¿Ï… Ï€Î±Î¹Ï‡Î½Î¹Î´Î¹Î¿Ï•ÏƒÏ„Î·Î½ Î±Î½Î¬Ï€Ï„Ï…Î¾Î· Ï„Î·Ï‚ Î¼Î±Î¸Î·Î¼Î±Ï„Î¹ÎºÎ®Ï‚ ÏƒÎºÎÏˆÎ·Ï‚, Î²...	0.0	[illegible]