

Andreas Ryve

List of Publications by Year in descending order

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Version: 2024-02-01

29
papers

493
citations

687363

13
h-index

713466

21
g-index

29
all docs

29
docs citations

29
times ranked

252
citing authors

#	ARTICLE	IF	CITATIONS
1	Mapping roles in research-practice partnerships – a systematic literature review. <i>Educational Review</i> , 2023, 75, 1490-1518.	3.7	16
2	Impact and Design of a National-scale Professional Development Program for Mathematics Teachers. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 744-759.	1.7	2
3	Developing design principles and task types for classroom response system tasks in mathematics. <i>International Journal of Mathematical Education in Science and Technology</i> , 2022, 53, 3044-3065.	1.4	4
4	Using research to inform practice through research–practice partnerships: A systematic literature review. <i>Review of Education</i> , 2022, 10, .	2.1	13
5	Socioeconomic Status as a Multidimensional Predictor of Student Achievement in 77 Societies. <i>Frontiers in Education</i> , 2021, 6, .	2.1	18
6	Cultural Variation in the Effectiveness of Feedback on Students’ Mistakes. <i>Frontiers in Psychology</i> , 2020, 10, 3053.	2.1	7
7	Teacher agency in professional development programmes – A case study of professional development material and collegial discussion. <i>Learning, Culture and Social Interaction</i> , 2019, 23, 100330.	1.8	7
8	Educational policy to improve mathematics instruction at scale: conceptualizing contextual factors. <i>Educational Studies in Mathematics</i> , 2019, 102, 379-394.	2.8	9
9	Coherence and the positioning of teachers in professional development programs. A systematic review. <i>Educational Research Review</i> , 2019, 27, 140-154.	7.8	23
10	Using TIMSS items to evaluate the effectiveness of different instructional practices. <i>Instructional Science</i> , 2019, 47, 1-18.	2.0	25
11	Analysing the nature of potentially constructed mathematics classrooms in Finnish teacher guides – the case of Finland. <i>Research in Mathematics Education</i> , 2018, 20, 295-311.	1.2	4
12	Developing a reform mathematics curriculum program in Sweden: relating international research and the local context. <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 801-812.	2.2	7
13	Curriculum Support for Teachers’ Negotiation of Meaning: A Collective Perspective. <i>ICME-13 Monographs</i> , 2018, , 167-191.	1.0	5
14	Problem solving in Swedish mathematics textbooks for upper secondary school. <i>Scandinavian Journal of Educational Research</i> , 2016, 60, 577-593.	1.7	17
15	Effective mathematics teaching in Finnish and Swedish teacher education discourses. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 501-521.	1.8	27
16	The Culture of the Mathematics Classroom During the First School Years in Finland and Sweden. <i>Early Mathematics Learning and Development</i> , 2015, , 185-198.	0.3	6
17	The Nature and Role of Common Ground in the Learning of Mathematics in Small-Group Discussions. <i>Scandinavian Journal of Educational Research</i> , 2014, 58, 609-623.	1.7	2
18	Commognitive analyses of the learning and teaching of mathematics at university level: the case of discursive shifts in the study of Calculus. <i>Research in Mathematics Education</i> , 2014, 16, 182-198.	1.2	60

#	ARTICLE	IF	CITATIONS
19	PISA, TIMSS and Finnish mathematics teaching: an enigma in search of an explanation. <i>Educational Studies in Mathematics</i> , 2014, 87, 7-26.	2.8	36
20	Analyzing Content and Participation in Classroom Discourse: Dimensions of Variation, Mediating Tools, and Conceptual Accountability. <i>Scandinavian Journal of Educational Research</i> , 2013, 57, 101-114.	1.7	14
21	Analyzing effective communication in mathematics group work: The role of visual mediators and technical terms. <i>Educational Studies in Mathematics</i> , 2013, 82, 497-514.	2.8	16
22	Discourses about School-based Mathematics Teacher Education in Finland and Sweden. <i>Scandinavian Journal of Educational Research</i> , 2013, 57, 132-147.	1.7	10
23	Establishing mathematics for teaching within classroom interactions in teacher education. <i>Educational Studies in Mathematics</i> , 2012, 81, 1-14.	2.8	10
24	Balancing on the edge of competency-oriented versus procedural-oriented practices: orchestrating whole-class discussions of complex mathematical problems. <i>Mathematics Education Research Journal</i> , 2012, 24, 447-465.	1.7	9
25	Discourse Research in Mathematics Education: A Critical Evaluation of 108 Journal Articles. <i>Journal for Research in Mathematics Education</i> , 2011, 42, 167-198.	1.8	72
26	Focal event, contextualization, and effective communication in the mathematics classroom. <i>Educational Studies in Mathematics</i> , 2010, 74, 241-258.	2.8	26
27	What is actually discussed in problem-solving courses for prospective teachers?. <i>Journal of Mathematics Teacher Education</i> , 2007, 10, 43-61.	1.8	9
28	Making Explicit the Analysis of Students'™ Mathematical Discourses – Revisiting a Newly Developed Methodological Framework. <i>Educational Studies in Mathematics</i> , 2006, 62, 191-209.	2.8	22
29	Can collaborative concept mapping create mathematically productive discourses?. <i>Educational Studies in Mathematics</i> , 2004, 56, 157-177.	2.8	17