

# Igorâ€™ Kontorovich

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4001472/publications.pdf>

Version: 2024-02-01

30  
papers

296  
citations

1163117

8  
h-index

940533

16  
g-index

32  
all docs

32  
docs citations

32  
times ranked

109  
citing authors

#	ARTICLE	IF	CITATIONS
1	Minding mathematicians's discourses in investigations of their feedback on students' proofs: a case study. <i>Educational Studies in Mathematics</i> , 2021, 107, 213-234.	2.8	10
2	Implementation of research on scriptwriting in an undergraduate mathematics course: a study of teacher-researcher collaboration. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 1109-1120.	2.2	2
3	Pre-university students square-root from squared things: A commognitive account of apparent conflicts within learners' mathematical discourses. <i>Journal of Mathematical Behavior</i> , 2021, 64, 100910.	0.9	4
4	Theorems or procedures? Exploring undergraduates' methods to solve routine problems in linear algebra. <i>Mathematics Education Research Journal</i> , 2020, 32, 589-605.	1.7	7
5	Problem-posing triggers or where do mathematics competition problems come from?. <i>Educational Studies in Mathematics</i> , 2020, 105, 389-406.	2.8	18
6	Why do students not check their solutions to mathematical problems? A field-based hypothesis on epistemological status. <i>International Journal of Mathematical Education in Science and Technology</i> , 2019, 50, 1050-1062.	1.4	1
7	Localized considerations and patching: Accounting for persistent attributes of an algorithm on a contextualized graph theory task. <i>Journal of Mathematical Behavior</i> , 2019, 55, 100704.	0.9	6
8	Non-examples of problem answers in mathematics with particular reference to linear algebra. <i>Journal of Mathematical Behavior</i> , 2019, 54, 100685.	0.9	3
9	To Teach or Not to Teach? Teacher-Researchers Cope With Learners' Misconceptions in Interview Setting. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2018, 18, 9-20.	1.0	1
10	Introduction to the Special Issue on Development of Research Competencies in Mathematics Education. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2018, 18, 1-4.	1.0	2
11	Undergraduates' images of the root concept in $\mathbb{R}$ and in $\mathbb{C}$ . <i>Journal of Mathematical Behavior</i> , 2018, 49, 184-193.	0.9	6
12	Introduction au numéro spécial sur le développement des compétences de recherche en enseignement des mathématiques. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2018, 18, 5-8.	1.0	0
13	Why Johnny struggles when familiar concepts are taken to a new mathematical domain: towards a polysemous approach. <i>Educational Studies in Mathematics</i> , 2018, 97, 5-20.	2.8	8
14	Teachers Unpack Mathematical Conventions via Script-Writing. <i>Advances in Mathematics Education</i> , 2018, , 185-204.	0.2	1
15	Tacit Models that Govern Undergraduate Reasoning about Subspaces. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2018, 4, 393-414.	1.8	7
16	Students' confusions with reciprocal and inverse functions. <i>International Journal of Mathematical Education in Science and Technology</i> , 2017, 48, 278-284.	1.4	10
17	A CASE STUDY OF AN EXPERT PROBLEM POSER FOR MATHEMATICS COMPETITIONS. <i>International Journal of Science and Mathematics Education</i> , 2016, 14, 81-99.	2.5	16
18	We All Know That $a^0 = 1$ , But Can You Explain Why?. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2016, 16, 237-246.	1.0	5

#	ARTICLE	IF	CITATIONS
19	Turn vs. shape: teachers cope with incompatible perspectives on angle. Educational Studies in Mathematics, 2016, 93, 223-243.	2.8	20
20	A curious case of superscript ( $\hat{1}$ ): Prospective secondary mathematics teachers explain. Journal of Mathematical Behavior, 2016, 43, 98-110.	0.9	46
21	The answer depends on your lecturer. Research in Mathematics Education, 2016, 18, 283-298.	1.2	5
22	Response to Mahmood and Mahmood (2015). International Journal of Mathematical Education in Science and Technology, 2016, 47, 1135-1135.	1.4	1
23	CONSIDERATIONS OF APTNESS IN MATHEMATICAL PROBLEM POSING: STUDENTS, TEACHERS AND EXPERT WORKING ON BILLIARD TASK. Far East Journal of Mathematical Education, 2016, 16, 243-260.	0.0	2
24	Theoretical Framework of Researcher Knowledge Development in Mathematics Education. International Journal of Education in Mathematics, Science and Technology, 2016, 4, 101.	0.9	4
25	LEARNING FROM THE EXPERTS IN MATHEMATICS EDUCATION RESEARCH. Far East Journal of Mathematical Education, 2015, 15, 35-56.	0.0	4
26	Reviewing Mathematics & Mathematics Education: Searching for Common Ground. Canadian Journal of Science, Mathematics and Technology Education, 2014, 14, 299-305.	1.0	1
27	Dissecting success stories on mathematical problem posing: a case of the Billiard Task. Educational Studies in Mathematics, 2013, 83, 71-86.	2.8	45
28	An exploratory framework for handling the complexity of mathematical problem posing in small groups. Journal of Mathematical Behavior, 2012, 31, 149-161.	0.9	57
29	To Teach or Not to Teach? Teacher-Researchers Cope With Learners' Misconceptions in Interview Settings. Canadian Journal of Science, Mathematics and Technology Education, 0, , 1-12.	1.0	1
30	Growing research groves to visualize young students' learning in small groups. Mathematics Education Research Journal, 0, , .	1.7	2