

# Bharath Sriraman

## List of Publications by Year in descending order

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Version: 2024-02-01

153  
papers

2,293  
citations

361413  
20  
h-index

302126  
39  
g-index

213  
all docs

213  
docs citations

213  
times ranked

906  
citing authors

#	ARTICLE	IF	CITATIONS
1	Uncertainty as a catalyst and condition for creativity: the case of mathematics. ZDM - International Journal on Mathematics Education, 2022, 54, 19-33.	2.2	3
2	Creativity in problem solving: integrating two different views of insight. ZDM - International Journal on Mathematics Education, 2022, 54, 83-96.	2.2	6
3	Empirical research on creativity in mathematics (education): from the wastelands of psychology to the current state of the art. ZDM - International Journal on Mathematics Education, 2022, 54, 1-17.	2.2	9
4	Mathematics in the Maritime. , 2021, , 1593-1612.		0
5	Euclidean Embodiments in the Twenty-First Century: An Allegorical Ode to Aldous Huxley (1894â€“1963). Interchange, 2021, , 1-20.	1.8	0
6	Argumentation in Mathematics. , 2020, , 61-63.		1
7	Probabilistic and Statistical Thinking. , 2020, , 675-681.		3
8	Quasi-empirical Reasoning (Lakatos). , 2020, , 703-705.		1
9	Creativity in Mathematics Education. , 2020, , 145-154.		3
10	Mathematics in the Maritime. , 2020, , 1-20.		0
11	Mathematical Cognition: In Secondary Years [13â€“18] Part 1. , 2020, , 505-520.		0
12	Argumentation in Mathematics Education. , 2020, , 63-66.		2
13	Heuristics and Biases. , 2020, , 327-330.		0
14	Theories of Learning Mathematics. , 2020, , 861-869.		3
15	Nyaya Methodology and Western Mathematical Logic: Origins and Implications. , 2020, , 1-23.		0
16	Handbook of the Mathematics of the Arts and Sciences. , 2020, , .		1
17	Mathematical Cognition: In Secondary Years [13â€“18] Part 2. , 2020, , 520-529.		0
18	Heuristics in Mathematics Education. , 2020, , 331-333.		3

#	ARTICLE	IF	CITATIONS
19	Mathematical Cognition: In the Elementary Years [6â€“12]. , 2020, , 530-538.		0
20	Handbook of the History and Philosophy of Mathematical Practice. , 2020, , .		3
21	Mathematics, Art, and Aesthetics: AnÂIntroduction. , 2020, , 1-3.		0
22	Mathematical Games in Learning and Teaching. , 2020, , 538-540.		1
23	Embodied Cognition. , 2020, , 266-268.		3
24	Theories of Learning Mathematics. , 2019, , 1-8.		0
25	Mathematical Games in Learning and Teaching. , 2019, , 1-3.		0
26	Reconciling the Realist/Anti Realist Dichotomy in the Philosophy of Mathematics. The Frontiers Collection, 2018, , 377-388.	0.2	0
27	Books of Essays: Bharath Sriraman, ed. Humanizing Mathematics and its Philosophy: Essays Celebrating the 90th Birthday of Reuben Hersh.. Philosophia Mathematica, 2018, 26, 149-150.	0.2	0
28	Argumentation in Mathematics. , 2018, , 1-3.		0
29	Creativity in Mathematics Education. , 2018, , 1-10.		3
30	Quasi-empirical Reasoning (Lakatos). , 2018, , 1-3.		0
31	Embodied Cognition. , 2018, , 1-3.		0
32	Part V: Commentary â€ On Measures of Measurement and Mismeasurement: A Commentary on Planning and Assessment. Advances in Mathematics Education, 2018, , 515-521.	0.2	0
33	Heuristics in Mathematics Education. , 2018, , 1-3.		0
34	Mathematical Cognition: In Secondary Years [13â€“18] Part 1. , 2018, , 1-16.		0
35	Mathematical creativity: psychology, progress and caveats. ZDM - International Journal on Mathematics Education, 2017, 49, 971-975.	2.2	10
36	Enhancing equity in the classroom by teaching for mathematical creativity. ZDM - International Journal on Mathematics Education, 2017, 49, 1033-1039.	2.2	26

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37	Dimensions of Mathematical Thinking and Learning in ACCEL. Roeper Review, 2017, 39, 206-209.	0.8	6
38	Breaking the Constraints of Modernist Psychologizing: Mathematics Education Flirts with the Postmodern. Interchange, 2017, 48, 351-362.	1.8	0
39	Organic Creativity and the Faustian Bargain: Reconciling Opposites. Interchange, 2017, 48, 117-128.	1.8	0
40	Mathematical pathologies as pathways into creativity. ZDM - International Journal on Mathematics Education, 2017, 49, 137-145.	2.2	21
41	Creativity and Giftedness. Advances in Mathematics Education, 2017, , .	0.2	23
42	Creative Contradictions in Education. Creativity Theory and Action in Education, 2017, , .	1.1	13
43	Commentary on Interdisciplinary Perspectives to Creativity and Giftedness. Advances in Mathematics Education, 2017, , 259-264.	0.2	6
44	Teacher's Views on Modeling as a Creative Mathematical Activity. Advances in Mathematics Education, 2017, , 47-55.	0.2	5
45	Convergence in Creativity Development for Mathematical Capacity. Advances in Mathematics Education, 2017, , 117-133.	0.2	10
46	An Interview with Reuben Hersh. , 2017, , 1-10.		0
47	Nine Decades. , 2017, , 11-18.		0
48	Mathematics Education as a Matter of Cognition. , 2017, , 1383-1388.		0
49	Mathematics Education as a Matter of Cognition. , 2016, , 1-5.		2
50	The Concept of Teacher's "Student/Student's" Teacher in Higher Education Trends. Interchange, 2015, 46, 215-223.	1.8	3
51	Indigenous Innovation. , 2015, , .		8
52	Prolific Interdisciplinary Investigator: An Interview With Bharath Sriraman. Roeper Review, 2014, 36, 75-80.	0.8	0
53	Argumentation in Mathematics. , 2014, , 44-46.		4
54	Probabilistic Thinking. Advances in Mathematics Education, 2014, , .	0.2	32

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55	Argumentation in Mathematics Education. , 2014, , 46-48.		5
56	Creativity in Mathematics Education. , 2014, , 109-115.		6
57	Commentary on Probabilistic Thinking: Presenting Plural Perspectives. Advances in Mathematics Education, 2014, , 721-727.	0.2	3
58	A Critique of Creativity and Complexity. , 2014, , .		6
59	Mathematical Games in Learning and Teaching. , 2014, , 383-385.		0
60	Heuristics in Mathematics Education. , 2014, , 253-255.		5
61	Theories of Learning Mathematics. , 2014, , 615-623.		5
62	A Brief Overview and Critique of Perspective II on Probabilistic and Statistical Reasoning. Advances in Mathematics Education, 2014, , 311-340.	0.2	0
63	Quasi-empirical Reasoning (Lakatos). , 2014, , 511-513.		1
64	Embodied Cognition. , 2014, , 207-209.		2
65	Mathematical creativity and giftedness: a commentary on and review of theory, new operational views, and ways forward. ZDM - International Journal on Mathematics Education, 2013, 45, 215-225.	2.2	30
66	Consciousness and Science: A Non-Dual Perspective on the Theology-Science Dialogue. Interchange, 2013, 43, 113-128.	1.8	2
67	A Framework for Quality Assurance in Globalization of Higher Education: A View Toward the Future. Interchange, 2013, 43, 75-93.	1.8	6
68	Introduction: Issues and Perspectives on the Dialectics of Knowledge. Interchange, 2013, 43, 71-73.	1.8	0
69	An Eastern Learning Paradox: Paradoxes in Two Korean Mathematics Teachersâ€™ Pedagogy of Silence in the Classroom. Interchange, 2013, 43, 147-166.	1.8	19
70	Creativity and mathematical problem posing: an analysis of high school students' mathematical problem posing in China and the USA. Educational Studies in Mathematics, 2013, 82, 201-221.	2.8	87
71	Tracing Studentsâ€™ Modeling Processes in School. International Perspectives on the Teaching and Learning of Mathematical Modelling, 2013, , 119-129.	0.5	1
72	The Roeper School. , 2013, , .		3

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73	Gifted Girls and Nonmathematical Aspirations. Gifted Child Quarterly, 2012, 56, 3-14.	2.0	14
74	Benesch, W: The Ecumenical Cruise and Other Three-Legged Chicken Philosophical Tales. Interchange, 2012, 43, 63-65.	1.8	0
75	Boole, Dewey, Schoenfeld-Monikers Bridging 150 Years of Thought: A Review of How We Think: A Theory of Goal-Oriented Decision Making and Its Educational Applications. Journal for Research in Mathematics Education, 2012, 43, 351-354.	1.8	1
76	Theories in Mathematics Education: Some Developments and Ways Forward. , 2012, , 303-325.		1
77	Mediated action in teachers's™ discussions about mathematics tasks. ZDM - International Journal on Mathematics Education, 2012, 44, 677-689.	2.2	3
78	Revisiting the didactic triangle: from the particular to the general. ZDM - International Journal on Mathematics Education, 2012, 44, 581-585.	2.2	10
79	BHARATH SRIRAMAN and SIMON GOODCHILD, eds. Relatively and Philosophically Earnest: Festschrift in Honor of Paul Ernest's 65th Birthday. Philosophia Mathematica, 2012, 20, 128-129.	0.2	0
80	Mathematical Creativity and Mathematics Education. , 2011, , 119-130.		14
81	Does High Achieving in Mathematics = Gifted and/or Creative in Mathematics?. , 2011, , 45-65.		11
82	An Exploratory Study of Relationships between Students's™ Creativity and Mathematical Problem-Posing Abilities. , 2011, , 5-28.		48
83	The Elements of Creativity and Giftedness in Mathematics. , 2011, , .		17
84	Perspectives on SÃĩmi Mathematics Education. Interchange, 2011, 42, 185-203.	1.8	5
85	Syntheses of Circumpolar Indigenous Issues, Knowledge, Relations to Education, Science and Mathematics. Interchange, 2011, 42, 215-219.	1.8	0
86	Conjecturing via reconceived classical analogy. Educational Studies in Mathematics, 2011, 76, 123-140.	2.8	13
87	Theories of Mathematics Education: Seeking New Frontiers by Bharath Sriraman and Lyn English. Mathematical Intelligencer, 2011, 33, 73-74.	0.2	1
88	A quantitative study of the effects of informal mathematics activities on the beliefs of preservice elementary school teachers. ZDM - International Journal on Mathematics Education, 2011, 43, 601-615.	2.2	7
89	Commentary on PartÂII. Advances in Mathematics Education, 2011, , 367-373.	0.2	1
90	Models and Modeling. , 2011, , .		22

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91	What are the Elements of Giftedness and Creativity in Mathematics?. , 2011, , 1-4.		0
92	Prospective Secondary Mathematics Teachersâ€™ Mathematical Creativity in Problem Solving. , 2011, , 173-191.		2
93	Advances in mathematics education: new book series connected to ZDMâ€™The International Journal on Mathematics Education. ZDM - International Journal on Mathematics Education, 2010, 42, 143-144.	2.2	1
94	A brief history of mathematics education in Turkey: K-12 mathematics curricula. ZDM - International Journal on Mathematics Education, 2010, 42, 429-441.	2.2	2
95	Mathematics education in Turkey: at the crossroads of cultural, political and economic currents. ZDM - International Journal on Mathematics Education, 2010, 42, 421-427.	2.2	2
96	Problem Solving for the 21st Century. , 2010, , 263-290.		78
97	Theories of Mathematics Education. , 2010, , .		65
98	Tracing Studentsâ€™ Modeling Processes in School. , 2010, , 119-129.		6
99	Re-conceptualizing Mathematics Education asâ€™Design Science. , 2010, , 123-146.		19
100	Surveying Theories and Philosophies ofâ€™Mathematics Education. , 2010, , 7-32.		28
101	Symbols and Mediation in Mathematics Education. , 2010, , 213-232.		10
102	Understanding a Teacherâ€™s Actions inâ€™theâ€™Classroom by Applying Schoenfeldâ€™s Theory Teaching-In-Context: Reflecting onâ€™Goals and Beliefs. , 2010, , 401-420.		17
103	Commentary 2 on Feminist Pedagogy andâ€™Mathematics. , 2010, , 455-466.		2
104	Politicizing Mathematics Education: Has Politics Gone too Far? Or Not Far Enough?. , 2010, , 621-638.		4
105	Commentary on DNR-Based Instruction inâ€™Mathematics asâ€™Conceptual Framework. , 2010, , 369-378.		3
106	Preface to Part II Ernestâ€™s Reflections onâ€™Theories of Learning. , 2010, , 35-38.		1
107	On the Identit(ies) of Mathematics Education. Interchange, 2009, 40, 119-135.	1.8	2
108	The Mathematics of Estimation: Possibilities for Interdisciplinary Pedagogy and Social Consciousness. Interchange, 2009, 40, 205-223.	1.8	30

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109	A historic overview of the interplay of theology and philosophy in the arts, mathematics and sciences. ZDM - International Journal on Mathematics Education, 2009, 41, 75-86.	2.2	1
110	Mathematical paradoxes as pathways into beliefs and polymathy: an experimental inquiry. ZDM - International Journal on Mathematics Education, 2009, 41, 29-38.	2.2	10
111	The characteristics of mathematical creativity. ZDM - International Journal on Mathematics Education, 2009, 41, 13-27.	2.2	128
112	Does interdisciplinary instruction raise students'™ interest in mathematics and the subjects of the natural sciences?. ZDM - International Journal on Mathematics Education, 2009, 41, 231-244.	2.2	14
113	Interdisciplinarity in mathematics education: psychology, philosophy, aesthetics, modelling and curriculum. ZDM - International Journal on Mathematics Education, 2009, 41, 1-3.	2.2	5
114	Icelandic 5th-grade girls'™ developmental trajectories in proportional reasoning. Mathematics Education Research Journal, 2009, 21, 6-30.	1.7	23
115	Challenging Mathematics: Classroom Practices. New ICMI Study Series, 2009, , 243-283.	1.0	5
116	On Bringing Interdisciplinary Ideas to Gifted Education. , 2009, , 1235-1256.		15
117	A Critique and Response to Multicultural Visions of Globalization. Interchange, 2008, 39, 119-130.	1.8	3
118	Let Lakatos Be! A Commentary on 'Would the Real Lakatos Please Stand Up'. Interchange, 2008, 39, 483-492.	1.8	2
119	Exploring gender factors related to PISA 2003 results in Iceland: a youth interview study. ZDM - International Journal on Mathematics Education, 2008, 40, 591-600.	2.2	22
120	A Modeling Perspective on the Teaching and Learning of Mathematical Problem Solving. Mathematical Thinking and Learning, 2008, 10, 293-304.	1.2	54
121	A Conversation With Zoltan P. Dienes. Mathematical Thinking and Learning, 2007, 9, 59-75.	1.2	12
122	Emancipatory and Social Justice Perspectives in Mathematics Education. Interchange, 2007, 38, 195-202.	1.8	7
123	A contemporary analysis of the six 'Theories of Mathematics Education' theses of Hans-Georg Steiner. ZDM - International Journal on Mathematics Education, 2007, 39, 155-163.	2.2	6
124	An Ode to Imre Lakatos: Quasi-Thought Experiments to Bridge the Ideal and Actual Mathematics Classrooms. Interchange, 2006, 37, 151-178.	1.8	11
125	Selected papers from the 2006 German Annual Meeting of Mathematics Education. ZDM - International Journal on Mathematics Education, 2006, 38, 435-435.	2.2	0
126	A brief survey of the state of mathematical modeling around the world. ZDM - International Journal on Mathematics Education, 2006, 38, 212-213.	2.2	5



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127	Modeling conceptions revisited. ZDM - International Journal on Mathematics Education, 2006, 38, 247-254.	2.2	29
128	A global survey of international perspectives on modelling in mathematics education. ZDM - International Journal on Mathematics Education, 2006, 38, 302-310.	2.2	340
129	Towards a didactical theory for mathematical modelling. ZDM - International Journal on Mathematics Education, 2006, 38, 82-85.	2.2	55
130	Theories of mathematics education: European perspectives, commentaries and viable research directions. ZDM - International Journal on Mathematics Education, 2006, 38, 1-2.	2.2	1
131	A brief historical comparison of tendencies in mathematics didactics/education in Germany and the United States. ZDM - International Journal on Mathematics Education, 2006, 38, 14-21.	2.2	3
132	Theory usage and theoretical trends in Europe: A survey and preliminary analysis of CERME4 research reports. ZDM - International Journal on Mathematics Education, 2006, 38, 22-51.	2.2	4
133	Theories of Mathematics Education: A global survey of theoretical frameworks/trends in mathematics education research. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 450-456.	0.4	25
134	The articulation of symbol and mediation in mathematics education. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 476-486.	0.4	16
135	Mathematics education as a design science. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 490-505.	0.4	48
136	Current topics within international mathematics education research. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 129-129.	0.4	0
137	Structural stability and dynamic geometry: Some ideas on situated proofs. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 130-139.	0.4	16
138	An empirical taxonomy of problem posing processes. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 149-158.	0.4	103
139	On the teaching and learning of Dienes' principles. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 258-262.	0.4	1
140	Teaching mathematics between standards and individual learning�Selected papers from the 2005 German annual meeting of mathematics education. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 335-335.	0.4	0
141	Balancing mathematics education research and the NCTM standards. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 431-436.	0.4	1
142	Are Giftedness and Creativity Synonyms in Mathematics?. Journal of Secondary Gifted Education, 2005, 17, 20-36.	0.2	209
143	Consciousness and Science: an Advaita-Vedantic Perspective on the Theology��������Science Dialogue. Theology and Science, 2005, 3, 39-54.	0.3	15
144	The Use of Fiction as a Didactic Tool to Examine Existential Problems. Journal of Secondary Gifted Education, 2004, 15, 96-106.	0.2	3

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145	The pedagogical value and the interdisciplinary nature of inductive processes in forming generalizations: Reflections from the classroom. Interchange, 2004, 35, 407-422.	1.8	5
146	Reflective abstraction, unframes and the formulation of generalizations. Journal of Mathematical Behavior, 2004, 23, 205-222.	0.9	38
147	The influence of Platonism on mathematics research and theological beliefs. Theology and Science, 2004, 2, 131-147.	0.3	5
148	Gifted Ninth Graders' Notions of Proof: Investigating Parallels in Approaches of Mathematically Gifted Students and Professional Mathematicians. Journal for the Education of the Gifted, 2004, 27, 267-292.	1.0	29
149	Connecting Research to Teaching: Combinatorial Mathematics: Research into Practice. The Mathematics Teacher, 2004, 98, 182-191.	0.1	20
150	Discovering Steiner Triple Systems through Problem Solving. The Mathematics Teacher, 2004, 97, 320-326.	0.1	8
151	Mathematical Giftedness, Problem Solving, and the Ability to Formulate Generalizations: The Problem-Solving Experiences of Four Gifted Students. Journal of Secondary Gifted Education, 2003, 14, 151-165.	0.2	71
152	Critical Mathematics Education: Theory, praxis, and reality, edited by Paul Ernest, Bharath Sriraman and Nuala Ernest. London Review of Education, 0, 16, .	1.8	0
153	Prospective teachers constructing dynamic geometry activities for gifted pupils: Connections between the frameworks of Krutetskii and van Hiele. Gifted Education International, 0, , 026142942110465.	1.8	0