

# Bharath Sriraman

## List of Publications by Year in descending order

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Version: 2024-02-01

151  
papers

2,293  
citations

411340

20  
h-index

340414

39  
g-index

213  
all docs

213  
docs citations

213  
times ranked

978  
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.	1.3	3
2	Creativity in problem solving: integrating two different views of insight. ZDM - International Journal on Mathematics Education, 2022, 54, 83-96.	1.3	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.	1.3	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.	1.0	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.	0.1	0
27	Argumentation in Mathematics. , 2018, , 1-3.		0
28	Creativity in Mathematics Education. , 2018, , 1-10.		3
29	Quasi-empirical Reasoning (Lakatos). , 2018, , 1-3.		0
30	Embodied Cognition. , 2018, , 1-3.		0
31	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
32	Heuristics in Mathematics Education. , 2018, , 1-3.		0
33	Mathematical Cognition: In Secondary Years [13â€“18] Part 1. , 2018, , 1-16.		0
34	Mathematical creativity: psychology, progress and caveats. ZDM - International Journal on Mathematics Education, 2017, 49, 971-975.	1.3	10
35	Enhancing equity in the classroom by teaching for mathematical creativity. ZDM - International Journal on Mathematics Education, 2017, 49, 1033-1039.	1.3	26
36	Dimensions of Mathematical Thinking and Learning in ACCEL. Roeper Review, 2017, 39, 206-209.	0.6	6

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37	Breaking the Constraints of Modernist Psychologizing: Mathematics Education Flirts with the Postmodern. <i>Interchange</i> , 2017, 48, 351-362.	1.0	0
38	Organic Creativity and the Faustian Bargain: Reconciling Opposites. <i>Interchange</i> , 2017, 48, 117-128.	1.0	0
39	Mathematical pathologies as pathways into creativity. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 137-145.	1.3	21
40	Creativity and Giftedness. <i>Advances in Mathematics Education</i> , 2017, , .	0.2	23
41	Creative Contradictions in Education. <i>Creativity Theory and Action in Education</i> , 2017, , .	1.0	13
42	Commentary on Interdisciplinary Perspectives to Creativity and Giftedness. <i>Advances in Mathematics Education</i> , 2017, , 259-264.	0.2	6
43	Teacher's Views on Modeling as a Creative Mathematical Activity. <i>Advances in Mathematics Education</i> , 2017, , 47-55.	0.2	5
44	Convergence in Creativity Development for Mathematical Capacity. <i>Advances in Mathematics Education</i> , 2017, , 117-133.	0.2	10
45	An Interview with Reuben Hersh. , 2017, , 1-10.		0
46	Nine Decades. , 2017, , 11-18.		0
47	Mathematics Education as a Matter of Cognition. , 2017, , 1383-1388.		0
48	Mathematics Education as a Matter of Cognition. , 2016, , 1-5.		2
49	The Concept of Teacher's "Student/Student's" Teacher in Higher Education Trends. <i>Interchange</i> , 2015, 46, 215-223.	1.0	3
50	Indigenous Innovation. , 2015, , .		8
51	Prolific Interdisciplinary Investigator: An Interview With Bharath Sriraman. <i>Roeper Review</i> , 2014, 36, 75-80.	0.6	0
52	Argumentation in Mathematics. , 2014, , 44-46.		4
53	Probabilistic Thinking. <i>Advances in Mathematics Education</i> , 2014, , .	0.2	32
54	Argumentation in Mathematics Education. , 2014, , 46-48.		5

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55	Creativity in Mathematics Education. , 2014, , 109-115.		6
56	Commentary on Probabilistic Thinking: Presenting Plural Perspectives. Advances in Mathematics Education, 2014, , 721-727.	0.2	3
57	A Critique of Creativity and Complexity. , 2014, , .		6
58	Mathematical Games in Learning and Teaching. , 2014, , 383-385.		0
59	Heuristics in Mathematics Education. , 2014, , 253-255.		5
60	Theories of Learning Mathematics. , 2014, , 615-623.		5
61	A Brief Overview and Critique of Perspective II on Probabilistic and Statistical Reasoning. Advances in Mathematics Education, 2014, , 311-340.	0.2	0
62	Quasi-empirical Reasoning (Lakatos). , 2014, , 511-513.		1
63	Embodied Cognition. , 2014, , 207-209.		2
64	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.	1.3	30
65	Consciousness and Science: A Non-Dual Perspective on the Theology-Science Dialogue. Interchange, 2013, 43, 113-128.	1.0	2
66	A Framework for Quality Assurance in Globalization of Higher Education: A View Toward the Future. Interchange, 2013, 43, 75-93.	1.0	6
67	Introduction: Issues and Perspectives on the Dialectics of Knowledge. Interchange, 2013, 43, 71-73.	1.0	0
68	An Eastern Learning Paradox: Paradoxes in Two Korean Mathematics Teachers'™ Pedagogy of Silence in the Classroom. Interchange, 2013, 43, 147-166.	1.0	19
69	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.	1.8	87
70	Tracing Students'™ Modeling Processes in School. International Perspectives on the Teaching and Learning of Mathematical Modelling, 2013, , 119-129.	0.5	1
71	The Roeper School. , 2013, , .		3
72	Gifted Girls and Nonmathematical Aspirations. Gifted Child Quarterly, 2012, 56, 3-14.	1.2	14

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73	Benesch, W: The Ecumenical Cruise and Other Three-Legged Chicken Philosophical Tales. Interchange, 2012, 43, 63-65.	1.0	0
74	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.	1.0	1
75	Theories in Mathematics Education: Some Developments and Ways Forward. , 2012, , 303-325.		1
76	Mediated action in teachers's™ discussions about mathematics tasks. ZDM - International Journal on Mathematics Education, 2012, 44, 677-689.	1.3	3
77	Revisiting the didactic triangle: from the particular to the general. ZDM - International Journal on Mathematics Education, 2012, 44, 581-585.	1.3	10
78	Mathematical Creativity and Mathematics Education. , 2011, , 119-130.		14
79	Does High Achieving in Mathematics = Gifted and/or Creative in Mathematics?. , 2011, , 45-65.		11
80	An Exploratory Study of Relationships between Students's™ Creativity and Mathematical Problem-Posing Abilities. , 2011, , 5-28.		48
81	The Elements of Creativity and Giftedness in Mathematics. , 2011, , .		17
82	Perspectives on SÃ¼mi Mathematics Education. Interchange, 2011, 42, 185-203.	1.0	5
83	Syntheses of Circumpolar Indigenous Issues, Knowledge, Relations to Education, Science and Mathematics. Interchange, 2011, 42, 215-219.	1.0	0
84	Conjecturing via reconceived classical analogy. Educational Studies in Mathematics, 2011, 76, 123-140.	1.8	13
85	Theories of Mathematics Education: Seeking New Frontiers by Bharath Sriraman and Lyn English. Mathematical Intelligencer, 2011, 33, 73-74.	0.1	1
86	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.	1.3	7
87	Commentary on PartÃ¼ll. Advances in Mathematics Education, 2011, , 367-373.	0.2	1
88	Models and Modeling. , 2011, , .		22
89	What are the Elements of Giftedness and Creativity in Mathematics?. , 2011, , 1-4.		0
90	Prospective Secondary Mathematics Teachers's™ Mathematical Creativity in Problem Solving. , 2011, , 173-191.		2

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91	Advances in mathematics education: new book series connected to ZDM – The International Journal on Mathematics Education. ZDM - International Journal on Mathematics Education, 2010, 42, 143-144.	1.3	1
92	A brief history of mathematics education in Turkey: K-12 mathematics curricula. ZDM - International Journal on Mathematics Education, 2010, 42, 429-441.	1.3	2
93	Mathematics education in Turkey: at the crossroads of cultural, political and economic currents. ZDM - International Journal on Mathematics Education, 2010, 42, 421-427.	1.3	2
94	Problem Solving for the 21st Century. , 2010, , 263-290.		78
95	Theories of Mathematics Education. , 2010, , .		65
96	Tracing Students' Modeling Processes in School. , 2010, , 119-129.		6
97	Re-conceptualizing Mathematics Education as Design Science. , 2010, , 123-146.		19
98	Surveying Theories and Philosophies of Mathematics Education. , 2010, , 7-32.		28
99	Symbols and Mediation in Mathematics Education. , 2010, , 213-232.		10
100	Understanding a Teacher's Actions in the Classroom by Applying Schoenfeld's Theory Teaching-In-Context: Reflecting on Goals and Beliefs. , 2010, , 401-420.		17
101	Commentary 2 on Feminist Pedagogy and Mathematics. , 2010, , 455-466.		2
102	Politicizing Mathematics Education: Has Politics Gone too Far? Or Not Far Enough?. , 2010, , 621-638.		4
103	Commentary on DNR-Based Instruction in Mathematics as Conceptual Framework. , 2010, , 369-378.		3
104	Preface to Part II Ernest's Reflections on Theories of Learning. , 2010, , 35-38.		1
105	On the Identit(ies) of Mathematics Education. Interchange, 2009, 40, 119-135.	1.0	2
106	The Mathematics of Estimation: Possibilities for Interdisciplinary Pedagogy and Social Consciousness. Interchange, 2009, 40, 205-223.	1.0	30
107	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.	1.3	1
108	Mathematical paradoxes as pathways into beliefs and polymathy: an experimental inquiry. ZDM - International Journal on Mathematics Education, 2009, 41, 29-38.	1.3	10

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109	The characteristics of mathematical creativity. ZDM - International Journal on Mathematics Education, 2009, 41, 13-27.	1.3	128
110	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.	1.3	14
111	Interdisciplinarity in mathematics education: psychology, philosophy, aesthetics, modelling and curriculum. ZDM - International Journal on Mathematics Education, 2009, 41, 1-3.	1.3	5
112	Icelandic 5th-grade girls'™ developmental trajectories in proportional reasoning. Mathematics Education Research Journal, 2009, 21, 6-30.	0.9	23
113	Challenging Mathematics: Classroom Practices. New ICMI Study Series, 2009, , 243-283.	1.0	5
114	On Bringing Interdisciplinary Ideas to Gifted Education. , 2009, , 1235-1256.		15
115	A Critique and Response to Multicultural Visions of Globalization. Interchange, 2008, 39, 119-130.	1.0	3
116	Let Lakatos Be! A Commentary on 'Would the Real Lakatos Please Stand Up'. Interchange, 2008, 39, 483-492.	1.0	2
117	Exploring gender factors related to PISA 2003 results in Iceland: a youth interview study. ZDM - International Journal on Mathematics Education, 2008, 40, 591-600.	1.3	22
118	A Modeling Perspective on the Teaching and Learning of Mathematical Problem Solving. Mathematical Thinking and Learning, 2008, 10, 293-304.	0.7	54
119	A Conversation With Zoltan P. Dienes. Mathematical Thinking and Learning, 2007, 9, 59-75.	0.7	12
120	Emancipatory and Social Justice Perspectives in Mathematics Education. Interchange, 2007, 38, 195-202.	1.0	7
121	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.	1.3	6
122	An Ode to Imre Lakatos: Quasi-Thought Experiments to Bridge the Ideal and Actual Mathematics Classrooms. Interchange, 2006, 37, 151-178.	1.0	11
123	Selected papers from the 2006 German Annual Meeting of Mathematics Education. ZDM - International Journal on Mathematics Education, 2006, 38, 435-435.	1.3	0
124	A brief survey of the state of mathematical modeling around the world. ZDM - International Journal on Mathematics Education, 2006, 38, 212-213.	1.3	5
125	Modeling conceptions revisited. ZDM - International Journal on Mathematics Education, 2006, 38, 247-254.	1.3	29
126	A global survey of international perspectives on modelling in mathematics education. ZDM - International Journal on Mathematics Education, 2006, 38, 302-310.	1.3	340



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127	Towards a didactical theory for mathematical modelling. ZDM - International Journal on Mathematics Education, 2006, 38, 82-85.	1.3	55
128	Theories of mathematics education: European perspectives, commentaries and viable research directions. ZDM - International Journal on Mathematics Education, 2006, 38, 1-2.	1.3	1
129	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.	1.3	3
130	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.	1.3	4
131	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
132	The articulation of symbol and mediation in mathematics education. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 476-486.	0.4	16
133	Mathematics education as a design science. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 490-505.	0.4	48
134	Current topics within international mathematics education research. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 129-129.	0.4	0
135	Structural stability and dynamic geometry: Some ideas on situated proofs. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 130-139.	0.4	16
136	An empirical taxonomy of problem posing processes. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 149-158.	0.4	103
137	On the teaching and learning of Dienes' principles. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 258-262.	0.4	1
138	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
139	Balancing mathematics education research and the NCTM standards. Zentralblatt F�r Didaktik Der Mathematik, 2005, 37, 431-436.	0.4	1
140	Are Giftedness and Creativity Synonyms in Mathematics?. Journal of Secondary Gifted Education, 2005, 17, 20-36.	0.2	209
141	Consciousness and Science: an Advaita-Vedantic Perspective on the Theology�Science Dialogue. Theology and Science, 2005, 3, 39-54.	0.2	15
142	The Use of Fiction as a Didactic Tool to Examine Existential Problems. Journal of Secondary Gifted Education, 2004, 15, 96-106.	0.2	3
143	The pedagogical value and the interdisciplinary nature of inductive processes in forming generalizations: Reflections from the classroom. Interchange, 2004, 35, 407-422.	1.0	5
144	Reflective abstraction, unframes and the formulation of generalizations. Journal of Mathematical Behavior, 2004, 23, 205-222.	0.5	38

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145	The influence of Platonism on mathematics research and theological beliefs. <i>Theology and Science</i> , 2004, 2, 131-147.	0.2	5
146	Gifted Ninth Graders' Notions of Proof: Investigating Parallels in Approaches of Mathematically Gifted Students and Professional Mathematicians. <i>Journal for the Education of the Gifted</i> , 2004, 27, 267-292.	0.5	29
147	Connecting Research to Teaching: Combinatorial Mathematics: Research into Practice. <i>The Mathematics Teacher</i> , 2004, 98, 182-191.	0.1	20
148	Discovering Steiner Triple Systems through Problem Solving. <i>The Mathematics Teacher</i> , 2004, 97, 320-326.	0.1	8
149	Mathematical Giftedness, Problem Solving, and the Ability to Formulate Generalizations: The Problem-Solving Experiences of Four Gifted Students. <i>Journal of Secondary Gifted Education</i> , 2003, 14, 151-165.	0.2	71
150	Critical Mathematics Education: Theory, praxis, and reality, edited by Paul Ernest, Bharath Sriraman and Nuala Ernest. <i>London Review of Education</i> , 0, 16, .	1.3	0
151	Prospective teachers constructing dynamic geometry activities for gifted pupils: Connections between the frameworks of Krutetskii and van Hiele. <i>Gifted Education International</i> , 0, , 026142942110465.	0.8	0