Esther S Levenson

List of Publications by Year
in descending order

46 papers	554 citations	759233 12 h-index	713466 21 g-index
46 all docs	46 docs citations	46 times ranked	282 citing authors

#	Article	IF	Citations
1	Intuitive nonexamples: the case of triangles. Educational Studies in Mathematics, 2008, 69, 81-95.	2.8	77
2	Multiple solution methods and multiple outcomesâ€”is it a task for kindergarten children?. Educational Studies in Mathematics, 2010, 73, 217-231.	2.8	40
3	Early-years teachersâ€™ concept images and concept definitions: triangles, circles, and cylinders. ZDM - International Journal on Mathematics Education, 2015, 47, 497-509.	2.2	40
4	From preschool teachersâ€™ professional development to childrenâ€™s knowledge: comparing sets. Journal of Mathematics Teacher Education, 2011, 14, 113-131.	1.8	39
5	Exploring Collective Mathematical Creativity in Elementary School. Journal of Creative Behavior, 2011, 45, 215-234.	2.9	38
6	Tasks that may occasion mathematical creativity: teachersâ€™ choices. Journal of Mathematics Teacher Education, 2013, 16, 269-291.	1.8	36
7	Studentsâ€™ perceived sociomathematical norms: The missing paradigm. Journal of Mathematical Behavior, 2009, 28, 171-187.	0.9	23
8	Teachersâ€™ knowledge of the nature of definitions: The case of the zero exponent. Journal of Mathematical Behavior, 2012, 31, 209-219.	0.9	22
9	Exploring Avaâ€™s developing sense for tasks that may occasion mathematical creativity. Journal of Mathematics Teacher Education, 2015, 18, 1-25.	1.8	17
10	Evaluating the potential of tasks to occasion mathematical creativity: definitions and measurements. Research in Mathematics Education, 2018, 20, 273-294.	1.2	16
11	Mathematically and practically-based explanations: individual preferences and sociomathematical norms. International Journal of Science and Mathematics Education, 2006, 4, 319-344.	2.5	15
12	Exploring young childrenâ€™s self-efficacy beliefs related to mathematical and nonmathematical tasks performed in kindergarten: abused and neglected children and their peers. Educational Studies in Mathematics, 2013, 83, 309-322.	2.8	15
13	Developing preschool teachersâ€™ knowledge of studentsâ€™ number conceptions. Journal of Mathematics Teacher Education, 2014, 17, 61-83.	1.8	12
14	Neither even nor odd: Sixth grade studentsâ€™ dilemmas regarding the parity of zero. Journal of Mathematical Behavior, 2007, 26, 83-95.	0.9	11
15	Mathematically based and practically based explanations in the elementary school: teachersâ€™ preferences. Journal of Mathematics Teacher Education, 2010, 13, 345-369.	1.8	11
16	Windows to early childhood mathematics teacher education. Journal of Mathematics Teacher Education, 2011, 14, 89-92.	1.8	11
17	VERBAL JUSTIFICATIONâ€”IS IT A PROOF? SECONDARY SCHOOL TEACHERSâ€™ PERCEPTIONS. International Journal of Science and Mathematics Education, 2010, 8, 1071-1090.	2.5	10
18	Secondary teachersâ€™ knowledge of elementary number theory proofs: the case of general-cover proofs. Journal of Mathematics Teacher Education, 2011, 14, 465-481.	1.8	10

#	Article	IF	Citations
19	Fundamental issues concerning the sustainment and scaling up of professional development programs. ZDM - International Journal on Mathematics Education, 2015, 47, 153-159.	2.2	10
20	Individual and group mathematical creativity among postâ€“high school students. Educational Studies in Mathematics, 2020, 104, 201-220.	2.8	10
21	Using video as a tool for promoting inquiry among preschool teachers and didacticians of mathematics. ZDM - International Journal on Mathematics Education, 2014, 46, 253-266.	2.2	7
22	Analyzing number composition and decomposition activities in kindergarten from a numeracy perspective. ZDM - International Journal on Mathematics Education, 2015, 47, 639-651.	2.2	7
23	Setting the table with toddlers: a playful context for engaging in one-to-one correspondence. ZDM - International Journal on Mathematics Education, 2020, 52, 717-728.	2.2	7
24	Exploring the relationship between teachersâ€™ values and their choice of tasks: the case of occasioning mathematical creativity. Educational Studies in Mathematics, 2022, 109, 469-489.	2.8	7
25	INSIGHTS FROM A TEACHER PROFESSIONAL DEVELOPMENT COURSE: RONAâ€™S CHANGING PERSPECTIVES REGARDING MATHEMATICALLY-TALENTED STUDENTS. International Journal of Science and Mathematics Education, 2013, 11, 1087-1114.	2.5	6
26	Using theories and research to analyze a case: learning about example use. Journal of Mathematics Teacher Education, 2019, 22, 205-225.	1.8	6
27	Investigating Mathematical Creativity in Elementary School through the Lens of Complexity Theory. , 2014, , 35-51.		6
28	Fifth-grade studentsâ€™ use and preferences for mathematically and practically based explanations. Educational Studies in Mathematics, 2010, 73, 121-142.	2.8	5
29	Prospective and In-Service Mathematics Teachersâ€™ Attention to a Rich Mathematics Task While Planning its Implementation in the Classroom. International Journal of Science and Mathematics Education, 2020, , 1.	2.5	5
30	Employing the CAMTE Framework: Focusing on Preschool Teachersâ€™ Knowledge and Self-efficacy Related to Studentsâ€™ Conceptions. , 2014, , 291-306.		5
31	Repeating patterns in kindergarten: findings from childrenâ€™s enactments of two activities. Educational Studies in Mathematics, 2017, 96, 83-99.	2.8	4
32	Using Theories to Build Kindergarten Teachersâ€™ Mathematical Knowledge for Teaching. , 2011, , 231-250.		4
33	Engaging Young Children with Mathematical Activities Involving Different Representations: Triangles, Patterns, and Counting Objects. Center for Educational Policy Studies Journal, 2018, 8, 9.	0.3	4
34	Exploring one studentâ€™s explanations at different ages: the case of Sharon. Educational Studies in Mathematics, 2013, 83, 181-203.	2.8	3
35	Preschool teachersâ€™ knowledge of repeating patterns: focusing on structure and the unit of repeat. Journal of Mathematics Teacher Education, 2019, 22, 305-325.	1.8	3
36	Analyzing collective mathematical creativity among post high-school students working in small groups. ZDM - International Journal on Mathematics Education, 2022, 54, 193.	2.2	3

#	Article	IF	Citations
37	An organizer of mathematical statements for teachers: the six-cell matrix. International Journal of Mathematical Education in Science and Technology, 2012, 43, 765-777.	1.4	2
38	Preschool Teachersâ€™ Knowledge and Self-Efficacy Needed for Teaching Geometry: Are They Related?. Advances in Mathematics Education, 2015, , 319-337.	0.2	2
39	The Camte Framework. , 2013, , 89-109.		2
40	Engaging children with ABA patterns on a computer tablet: filling in the blanks. Research in Mathematics Education, 2018, 20, 110-126.	1.2	1
41	Exploring adultsâ€™ awareness of and suggestions for early childhood numerical activities. Educational Studies in Mathematics, 2022, 109, 5-21.	2.8	1
42	Engaging a third-grade student with autism spectrum disorder in an error finding activity. Journal of Mathematical Behavior, 2021, 63, 100896.	0.9	1
43	Developing a Mathematically Rich Environment for 3-Year-Old Children: The Case of Geometry. , 2016, , 325-340.		0
44	Mathematics Teacher Education for Secondary Schools: Bridging Between University Courses and Field Work. Series on Mathematical Education, 2018, , 243-250.	0.0	0
45	Professional Development for Preschool Teachers: The CAMTE Framework and Repeating Patterns. Series on Mathematical Education, 2018, , 107-115.	0.0	0
46	Adultsâ€™ awareness of numerical ideas raised by young children. Research in Mathematics Education, 0, , 1-19.	1.2	0