

Michael H G Hoffmann

List of Publications by Year in descending order

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Version: 2024-02-01

25
papers

374
citations

1039406

9
h-index

839053

18
g-index

27
all docs

27
docs citations

27
times ranked

172
citing authors

#	ARTICLE	IF	CITATIONS
1	Problems with Peirce's Concept of Abduction. <i>Foundations of Science</i> , 1999, 4, 271-305.	0.4	90
2	Diagrammatic Reasoning as the Basis for Developing Concepts: A Semiotic Analysis of Students' Learning about Statistical Distribution. <i>Educational Studies in Mathematics</i> , 2005, 60, 333-358.	1.8	76
3	How to Get It. Diagrammatic Reasoning as a Tool of Knowledge Development and its Pragmatic Dimension. <i>Foundations of Science</i> , 2004, 9, 285-305.	0.4	25
4	Understanding Ill-Structured Engineering Ethics Problems Through a Collaborative Learning and Argument Visualization Approach. <i>Science and Engineering Ethics</i> , 2014, 20, 261-276.	1.7	23
5	Philosophy of and as interdisciplinarity. <i>Synthese</i> , 2013, 190, 1857-1864.	0.6	22
6	Cognitive conditions of diagrammatic reasoning. <i>Semiotica</i> , 2011, 2011, .	0.2	16
7	Learning from people, things, and signs. <i>Studies in Philosophy and Education</i> , 2007, 26, 185-204.	0.3	15
8	Signs as Means for Discoveries. , 2005, , 45-56.		13
9	Reflective Argumentation: A Cognitive Function of Arguing. <i>Argumentation</i> , 2016, 30, 365-397.	0.7	12
10	What you should know to survive in knowledge societies: On a semiotic understanding of "knowledge". <i>Semiotica</i> , 2005, 2005, 105-142.	0.2	10
11	Logical argument mapping. , 2007, , .		9
12	Changing Philosophy Through Technology: Complexity and Computer-Supported Collaborative Argument Mapping. <i>Philosophy and Technology</i> , 2015, 28, 167-188.	2.6	9
13	Learning by developing knowledge networks. <i>Zentralblatt für Didaktik Der Mathematik</i> , 2004, 36, 196-205.	0.4	8
14	Stimulating Reflection and Self-correcting Reasoning Through Argument Mapping: Three Approaches. <i>Topoi</i> , 2018, 37, 185-199.	0.8	8
15	"... and therefore in a Remote Sense Abduction Rests upon Diagrammatic Reasoning". <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	0.7	7
16	Reflective Consensus Building on Wicked Problems with the Reflect! Platform. <i>Science and Engineering Ethics</i> , 2020, 26, 793-819.	1.7	6
17	Facilitating Problem-Based Learning by Means of Collaborative Argument Visualization Software. <i>Teaching Philosophy</i> , 2015, 38, 371-398.	0.1	6
18	The Elusive Notion of "Argument Quality". <i>Argumentation</i> , 2018, 32, 213-240.	0.7	5

#	ARTICLE	IF	CITATIONS
19	Philosophy of (and as) Interdisciplinarity. Workshop Report (Atlanta, September 28â€“29, 2009). Journal for General Philosophy of Science, 2011, 42, 169-175.	0.7	3
20	Transcendental Arguments in Scientific Reasoning. Erkenntnis, 2019, 84, 1387-1407.	0.6	3
21	Einleitung: Semiotik in der Mathematikdidaktik Lernen anhand von Zeichen und Repräsentationen. Journal Fur Mathematik-Didaktik, 2006, 27, 171-179.	1.0	2
22	The complementarity of a representational and an epistemological function of signs in scientific activity. Semiotica, 2007, 2007, .	0.2	2
23	Consensus Building and Its Epistemic Conditions. Topoi, 2019, , 1.	0.8	2
24	Climate Ethics: Structuring Deliberation by Means of Logical Argument Mapping. Journal of Speculative Philosophy, 2011, 25, 64-97.	0.2	1
25	Climate Ethics:. Journal of Speculative Philosophy, 2011, 25, 64.	0.2	1