Katie Makar

List of Publications by Year
in descending order

28	699	623734	713466
papers	citations	14 h-index	21 g-index

29	29	29	352
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	New ways of interacting with data, context, and chance in statistical modeling processes. Mathematical Thinking and Learning, 2022, 24, 331-335.	1.2	2
2	Challenging conceptual understanding in a complex system: supporting young students to address extended mathematical inquiry problems. Instructional Science, 2022, 50, 35-61.	2.0	3
3	How could we teach data science in primary school?. Teaching Statistics, 2021, 43, S173.	0.9	1
4	Learning About Statistical Inference. Springer International Handbooks of Education, 2018, , 261-294.	0.1	47
5	Shifting more than the goal posts: developing classroom norms of inquiry-based learning in mathematics. Mathematics Education Research Journal, 2018, 30, 53-63.	1.7	13
6	Exploring the classroom practices that may enable a compassionate approach to financial literacy education. Mathematics Education Research Journal, 2018, 30, 143-164.	1.7	11
7	Narrative and inquiry as a basis for a design framework to reconnect mathematics curriculum with students. International Journal of Educational Research, 2018, 92, 188-198.	2.2	2
8	Statistical modelling and repeatable structures: purpose, process and prediction. ZDM - International Journal on Mathematics Education, 2018, 50, 1139-1150.	2.2	11
9	Theorising Links Between Context and Structure to Introduce Powerful Statistical Ideas in the Early Years. Early Mathematics Learning and Development, 2018, , 3-20.	0.3	11
10	An inferentialist perspective on the coordination of actions and reasons involved in making a statistical inference. Mathematics Education Research Journal, 2017, 29, 455-470.	1.7	15
11	Using expectancy-value theory to explore aspects of motivation and engagement in inquiry-based learning in primary mathematics. Mathematics Education Research Journal, 2017, 29, 237-254.	1.7	27
12	Introduction: Research in Mathematics Education in Australasia 2012â€“2015. , 2016, , 1-12.		1
13	Developing Young Childrenâ€™s Emergent Inferential Practices in Statistics. Mathematical Thinking and Learning, 2016, 18, 1-24.	1.2	33
14	International Perspectives on the Teaching and Learning of Statistics. , 2016, , 1-10.		12
15	Learning to reason from samples. Educational Studies in Mathematics, 2015, 88, 291-303.	2.8	32
16	Scaffolding norms of argumentation-based inquiry in a primary mathematics classroom. ZDM - International Journal on Mathematics Education, 2015, 47, 1107-1120.	2.2	49
17	Young children's explorations of average through informal inferential reasoning. Educational Studies in Mathematics, 2014, 86, 61-78.	2.8	28
18	Inquiry pedagogy to promote emerging proportional reasoning in primary students. Mathematics Education Research Journal, 2014, 26, 47-77.	1.7	29

#	Article	IF	Citations
19	Technology for Enhancing Statistical Reasoning at the School Level. , 2012, , 643-689.		27
20	Studentsâ€™ emergent articulations of uncertainty while making informal statistical inferences. ZDM - International Journal on Mathematics Education, 2012, 44, 913-925.	2.2	54
21	The Reasoning Behind Informal Statistical Inference. Mathematical Thinking and Learning, 2011, 13, 152-173.	1.2	80
22	The Role of Context in Developing Reasoning about Informal Statistical Inference. Mathematical Thinking and Learning, 2011, 13, 1-4.	1.2	40
23	Teaching Teachers to Teach Statistical Investigations. New ICMI Study Series, 2011, , 347-358.	1.0	28
24	Mathematical Knowledge and Practices Resulting from Access to Digital Technologies. New ICMI Study Series, 2009, , 133-177.	1.0	43
25	Moving the Context of Modelling to the Forefront: Preservice Teachersâ€™ Investigations of Equity in Testing. , 2007, , 485-490.		9
26	â€œVARIATION-TALKâ€: ARTICULATING MEANING IN STATISTICS. Statistics Education Research Journal, 2005, 4, 27-54.	0.8	54
27	Secondary Teachersâ€™ Statistical Reasoning in Comparing Two Groups. , 2004, , 353-373.		22
28	Undertaking data analysis of student outcomes as professional development for teachers. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2004, 36, 32-40.	0.4	13