

Johanna Rellensmann

List of Publications by Year in descending order

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Version: 2024-02-01

8
papers

136
citations

1684188
5
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1588992
8
g-index

8
all docs

8
docs citations

8
times ranked

58
citing authors

#	ARTICLE	IF	CITATIONS
1	Does strategic knowledge matter? Effects of strategic knowledge about drawing on students' modeling competencies in the domain of geometry. <i>Mathematical Thinking and Learning</i> , 2023, 25, 296-316.	1.2	3
2	The role of strategy-based motivation in mathematical problem solving: The case of learner-generated drawings. <i>Learning and Instruction</i> , 2022, 80, 101561.	3.2	17
3	Effects of drawing instructions and strategic knowledge on mathematical modeling performance: Mediated by the use of the drawing strategy. <i>Applied Cognitive Psychology</i> , 2022, 36, 402-417.	1.6	5
4	Do emotions and prior performance facilitate the use of the learner-generated drawing strategy? Effects of enjoyment, anxiety, and intramathematical performance on the use of the drawing strategy and modelling performance. <i>Contemporary Educational Psychology</i> , 2021, 65, 101967.	2.9	6
5	Measuring and investigating strategic knowledge about drawing to solve geometry modelling problems. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 97-110.	2.2	20
6	Do Students Enjoy Computing a Triangle's Side? Enjoyment and Boredom While Solving Problems with and Without a Connection to Reality from Students' and Pre-Service Teachers' Perspectives. <i>Journal Fur Mathematik-Didaktik</i> , 2018, 39, 171.	1.5	4
7	Make a drawing. Effects of strategic knowledge, drawing accuracy, and type of drawing on students' mathematical modelling performance. <i>Educational Studies in Mathematics</i> , 2017, 95, 53-78.	2.8	54
8	Does students' interest in a mathematical problem depend on the problem's connection to reality? An analysis of students' interest and pre-service teachers' judgments of students' interest in problems with and without a connection to reality. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 367-378.	2.2	27