

Juhaina Awawdeh Shahbari

List of Publications by Year in descending order

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Version: 2024-02-01

22
papers

164
citations

1163117

8
h-index

1199594

12
g-index

23
all docs

23
docs citations

23
times ranked

88
citing authors

#	ARTICLE	IF	CITATIONS
1	Tracing the emergence of modelling routines during model-eliciting activities. <i>International Journal of Mathematical Education in Science and Technology</i> , 2023, 54, 963-981.	1.4	0
2	Making sense of the average concept through engagement in model-eliciting activities. <i>International Journal of Mathematical Education in Science and Technology</i> , 2021, 52, 1143-1160.	1.4	5
3	Cognitive Conflict in Technological Environment: Cognitive Process and Emotions through Intuitive Errors in Area, Perimeter and Volume. <i>Mathematics</i> , 2021, 9, 1672.	2.2	0
4	Features of modeling processes that elicit mathematical models represented at different semiotic registers. <i>Educational Studies in Mathematics</i> , 2020, 105, 115-135.	2.8	7
5	Learning Congruent Triangles through Ethnomathematics: The Case of Students with Difficulties in Mathematics. <i>Applied Sciences (Switzerland)</i> , 2020, 10, 4950.	2.5	8
6	Prospective Teachers'™ Development of Meta-Cognitive Functions in Solving Mathematical-Based Programming Problems with Scratch. <i>Symmetry</i> , 2020, 12, 1569.	2.2	6
7	A Trajectory for Advancing the Meta-Cognitive Solving of Mathematics-Based Programming Problems with Scratch. <i>Symmetry</i> , 2020, 12, 1627.	2.2	15
8	Secondary Students'™ Identities in the Virtual Classroom. <i>Sustainability</i> , 2020, 12, 4407.	3.2	12
9	Design of STEM Activities: Experiences and Perceptions of Prospective Secondary School Teachers. <i>International Journal of Emerging Technologies in Learning</i> , 2020, 15, 112.	1.3	7
10	Mathematical Thinking Styles and the features of Modeling Process. <i>Scientia in Education</i> , 2020, 11, 59-68.	0.2	0
11	Adopting the Modelling Cycle for Representing Prospective and Practising Teachers'™ Interpretations of Students'™ Modelling Activities. <i>ICME-13 Monographs</i> , 2019, , 179-196.	1.0	5
12	Developing prospective mathematics teachers'™ knowledge of the modelling approach. <i>Scientia in Education</i> , 2019, 9, 146-158.	0.2	2
13	Does Training in Alternative Assessment Matter? The Case of Prospective and Practicing Mathematics Teachers'™ Attitudes Toward Alternative Assessment and Their Beliefs About the Nature of Mathematics. <i>International Journal of Science and Mathematics Education</i> , 2018, 16, 1315-1335.	2.5	4
14	Mathematics teachers'™ conceptions about modelling activities and its reflection on their beliefs about mathematics. <i>International Journal of Mathematical Education in Science and Technology</i> , 2018, 49, 721-742.	1.4	10
15	Modelling in Primary School: Constructing Conceptual Models and Making Sense of Fractions. <i>International Journal of Science and Mathematics Education</i> , 2017, 15, 371-391.	2.5	19
16	Developing modelling lenses among practicing teachers. <i>International Journal of Mathematical Education in Science and Technology</i> , 2016, 47, 717-732.	1.4	9
17	Using Modeling Tasks to Facilitate the Development of Percentages. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2016, 16, 259-272.	1.0	1
18	Pre-service teachers'™ mathematical models' features. <i>European Journal of Science and Mathematics Education</i> , 2016, 4, 523-533.	1.1	5

#	ARTICLE	IF	CITATIONS
19	PRE-SERVICE TEACHERS'™ MODELLING PROCESSES THROUGH ENGAGEMENT WITH MODEL ELICITING ACTIVITIES WITH A TECHNOLOGICAL TOOL. International Journal of Science and Mathematics Education, 2015, 13, 25-46.	2.5	26
20	RESOLVING COGNITIVE CONFLICT IN A REALISTIC SITUATION WITH MODELING CHARACTERISTICS: COPING WITH A CHANGING REFERENCE IN FRACTIONS. International Journal of Science and Mathematics Education, 2015, 13, 891-907.	2.5	10
21	Journey to the Past: Verifying and Modifying the Conceptual Sources of Decimal Fraction Knowledge. Canadian Journal of Science, Mathematics and Technology Education, 2009, 9, 73-85.	1.0	10
22	Sequencing & selecting solutions in a gendered world. Mathematical Thinking and Learning, 0, , 1-23.	1.2	2