Jake McMullen

List of Publications by Citations

43 papers	539 citations	14 h-index	22 g-index
45 ext. papers	669 ext. citations	2.9 avg, IF	4.23 L-index

#	Paper	IF	Citations
43	Informative tools for characterizing individual differences in learning: Latent class, latent profile, and latent transition analysis. *Learning and Individual Differences*, **2018**, 66, 4-15	3.1	83
42	Modeling the developmental trajectories of rational number concept(s). *Learning and Instruction*, **2015**, 37, 14-20	5.8	46
41	Effects of a mathematics game-based learning environment on primary school students' adaptive number knowledge. *Computers and Education*, **2019**, 128, 63-74	9.5	42
40	Cultivating mathematical skills: from drill-and-practice to deliberate practice. *ZDM - International Journal on Mathematics Education*, **2017**, 49, 625-636	2	36
39	Spontaneous Focusing on Quantitative Relations in the Development of Children's Fraction Knowledge. *Cognition and Instruction*, **2014**, 32, 198-218	2.3	34
38	Assessing fraction knowledge by a digital game. *Computers in Human Behavior*, **2017**, 70, 197-206	7.7	31
37	Spontaneous focusing on quantitative relations as a predictor of the development of rational number conceptual knowledge.. *Journal of Educational Psychology*, **2016**, 108, 857-868	5.3	26
36	Young children's recognition of quantitative relations in mathematically unspecified settings. *Journal of Mathematical Behavior*, **2013**, 32, 450-460	1.1	24
35	Adaptive number knowledge: Exploring the foundations of adaptivity with whole-number arithmetic. *Learning and Individual Differences*, **2016**, 47, 172-181	3.1	21
34	Preschool spontaneous focusing on numerosity predicts rational number conceptual knowledge 6 years later. *ZDM - International Journal on Mathematics Education*, **2015**, 47, 813-824	2	18
33	Spontaneous focusing on numerosity in preschool as a predictor of mathematical skills and knowledge in the fifth grade. *Journal of Experimental Child Psychology*, **2018**, 169, 42-58	2.3	18
32	THE RELATION BETWEEN LEARNERS SPONTANEOUS FOCUSING ON QUANTITATIVE RELATIONS AND THEIR RATIONAL NUMBER KNOWLEDGE. *Studia Psychologica*, **2016**, 58, 156-170	1.8	16
31	Adaptive number knowledge and its relation to arithmetic and pre-algebra knowledge. *Learning and Instruction*, **2017**, 49, 178-187	5.8	15
30	Spontaneous focusing on quantitative relations as a predictor of rational number and algebra knowledge. *Contemporary Educational Psychology*, **2017**, 51, 356-365	5.6	15
29	Early Developmental Trajectories Toward Concepts of Rational Numbers. *Cognition and Instruction*, **2017**, 35, 4-19	2.3	14
28	Moving mathematics out of the classroom: Using mobile technology to enhance spontaneous focusing on quantitative relations. *British Journal of Educational Technology*, **2019**, 50, 562-573	4.3	10
27	Developing Adaptive Number Knowledge with the Number Navigation Game-Based Learning Environment **2015**, 155-170		9

26	Number Navigation Game (NNG): Design Principles and Game Description **2015**, 45-61		9
25	Distinguishing adaptive from routine expertise with rational number arithmetic. *Learning and Instruction*, **2020**, 68, 101347	5.8	9
24	Tools for the classroom? An examination of existing sociometric methods for teacher use. *Scandinavian Journal of Educational Research*, **2014**, 58, 624-638	1.2	9
23	Individual differences in fraction arithmetic learning. *Cognitive Psychology*, **2019**, 112, 81-98	3.1	7
22	Profiles of rational number knowledge in Finnish and Flemish students A multigroup latent class analysis. *Learning and Individual Differences*, **2018**, 66, 70-77	3.1	7
21	Spontaneous Mathematical Focusing Tendencies in Mathematical Development and Education. *Research in Mathematics Education*, **2019**, 69-86	0.3	7
20	Number Navigation Game (NNG): Experience and Motivational Effects **2015**, 171-189		6
19	The role of rational number density knowledge in mathematical development. *Learning and Instruction*, **2020**, 65, 101228	5.8	6
18	Voluntary vs Compulsory Playing Contexts: Motivational, Cognitive, and Game Experience Effects. *Simulation and Gaming*, **2017**, 48, 36-55	1.9	4
17	Is the study about spontaneous attention to exact quantity based on studies of spontaneous focusing on numerosity?. *European Journal of Developmental Psychology*, **2016**, 13, 115-120	1.5	3
16	Latent variable mixture models in research on learning and individual differences. *Learning and Individual Differences*, **2018**, 66, 1-3	3.1	3
15	Flow Experience and Situational Interest in an Adaptive Math Game. *Lecture Notes in Computer Science*, **2020**, 221-231	0.9	3
14	Spontaneous mathematical focusing tendencies in mathematical development. *Mathematical Thinking and Learning*, **2020**, 22, 249-257	0.8	2
13	A Game-Based Approach to Examining Students Conceptual Knowledge of Fractions. *Lecture Notes in Computer Science*, **2016**, 37-49	0.9	2
12	Studies on spontaneous attention to number (SAN) are based on spontaneous focusing on numerosity (SFON). *European Journal of Developmental Psychology*, **2016**, 13, 179-182	1.5	1
11	Improving rational number knowledge using the NanoRoboMath digital game. *Educational Studies in Mathematics*, **2022**, 110, 101	2.9	1
10	Adaptive number knowledge in secondary school students: Profiles and antecedents. *Journal of Numerical Cognition*, **2019**, 5, 283-300	1.6	1
9	Cross-notation knowledge of fractions and decimals. *Journal of Experimental Child Psychology*, **2022** , 213, 105210	2.3	1

8	Predicting adaptive expertise with rational number arithmetic. *British Journal of Educational Psychology*, **2021**, e12471	3.2	0
7	Everyday Context and Mathematical Learning: On the Role of Spontaneous Mathematical Focusing Tendencies in the Development of Numeracy **2019**, 25-42		
6	Expertise Development and Scientific Thinking **2019**, 179-202		
5	Latent classes from complex assessments: What do they tell us?. *Learning and Individual Differences*, **2020**, 83-84, 101944	3.1	
4	Spontaneous focusing on multiplicative relations and fraction magnitude knowledge. *Mathematical Thinking and Learning*, **2020**, 22, 351-359	0.8	
3	Supporting early numeracy: The role of spontaneous mathematical focusing tendencies in learning and instruction **2021**, 207-227		
2	Guiding students attention towards multiplicative relations around them: A classroom intervention. *Journal of Numerical Cognition*, **2022**, 8, 36-52	1.6	
1	Mathematical skills of 11-year-old children born very preterm and full-term.. *Journal of Experimental Child Psychology*, **2022**, 219, 105390	2.3	