

# Marta Civil

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6626887/publications.pdf>

Version: 2024-02-01

22  
papers

569  
citations

1162889

8  
h-index

996849

15  
g-index

22  
all docs

22  
docs citations

22  
times ranked

261  
citing authors

#	ARTICLE	IF	CITATIONS
1	Bridging Funds of Distributed Knowledge: Creating Zones of Practices in Mathematics. <i>Journal of Education for Students Placed at Risk</i> , 2001, 6, 115-132.	1.5	209
2	Culture and Mathematics: A community approach. <i>Journal of Intercultural Studies</i> , 2002, 23, 133-148.	0.4	68
3	STEM learning research through a funds of knowledge lens. <i>Cultural Studies of Science Education</i> , 2016, 11, 41-59.	0.9	53
4	Transitions between Home and School Mathematics: Rays of Hope Amidst the Passing Clouds. , 2002, , 149-169.		52
5	Participation of non-dominant students in argumentation in the mathematics classroom. <i>Intercultural Education</i> , 2015, 26, 296-312.	0.4	46
6	Mathematical Modeling and Culturally Relevant Pedagogy. <i>Innovations in Science Education and Technology</i> , 2018, , 307-330.	0.1	22
7	Immigrant parents' perspectives on their children's mathematics education. <i>Zentralblatt F�r Didaktik Der Mathematik</i> , 2005, 37, 81-89.	0.4	21
8	Collaborative Practice with Parents. , 2003, , 153-168.		19
9	Mathematics Teaching and Learning of Immigrant Students. , 2012, , 127-142.		14
10	Understanding interruptions in the mathematics classroom: Implications for equity. <i>Mathematics Education Research Journal</i> , 2002, 14, 169-189.	0.9	11
11	Intersections of Culture, Language, and Mathematics Education: Looking Back and Looking Ahead. <i>ICME-13 Monographs</i> , 2018, , 31-48.	1.0	11
12	Learning with and from immigrant mothers: implications for adult numeracy. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 489-500.	1.3	10
13	Middle School Mathematics Classrooms: A Place for Latina Parents' Involvement. <i>Journal of Latinos and Education</i> , 2002, 1, 255-262.	0.5	8
14	Conversations between Preservice Teachers and Latina Mothers: An Avenue to Transformative Mathematics Teaching. <i>Journal of Latinos and Education</i> , 2022, 21, 366-378.	0.5	6
15	A Commentary on Identifying and Connecting to Family and Community Funds of Knowledge. <i>Research in Mathematics Education</i> , 2018, , 145-149.	0.1	6
16	Preface to "Immigrant Parents' Perspectives on Their Children's Mathematics Education". <i>Advances in Mathematics Education</i> , 2012, , 261-266.	0.2	5
17	Mothers and Children Doing Mathematics Together: Implications for Teacher Learning. <i>Teachers College Record</i> , 2022, 124, 13-29.	0.4	4
18	Immigrant Students in Mathematics Education. , 2020, , 359-365.		3

#	ARTICLE	IF	CITATIONS
19	Learning from Mothers as They Engage in Mathematical Modeling. <i>Early Mathematics Learning and Development</i> , 2021, , 413-436.	0.3	1
20	A rejoinder toÂrÃne Rahmâ€™s â€œStories of learning, identity, navigations and boundary crossings in STEM in non-dominant communities: new imaginaries for research and actionâ€• <i>Cultural Studies of Science Education</i> , 2016, 11, 77-80.	0.9	0
21	Immigrant Students in Mathematics Education. , 2018, , 1-7.		0
22	Teaching and Learning Mathematics and Computing in Multilingual Contexts. <i>Teachers College Record</i> , 2022, 124, 3-12.	0.4	0