

# Demetra Pitta-Pantazi

## List of Publications by Year in descending order

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Version: 2024-02-01

33  
papers

841  
citations

623734

14  
h-index

526287

27  
g-index

33  
all docs

33  
docs citations

33  
times ranked

470  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Drawing on a Theoretical Model to Study Students' Understandings of Fractions. <i>Educational Studies in Mathematics</i> , 2007, 64, 293-316.  | 2.8 | 173       |
| 2  | An empirical taxonomy of problem posing processes. <i>Zentralblatt für Didaktik Der Mathematik</i> , 2005, 37, 149-158.  | 0.4 | 103       |
| 3  | Connecting mathematical creativity to mathematical ability. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 167-181.   | 2.2 | 97        |
| 4  | Creativity and mathematics education: the state of the art. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 159-166.   | 2.2 | 95        |
| 5  | Proofs through Exploration in Dynamic Geometry Environments. <i>International Journal of Science and Mathematics Education</i> , 2004, 2, 339-352.   | 2.5 | 41        |
| 6  | Teachers' views on creativity in mathematics education: an international survey. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 309-324.                                    | 2.2 | 41        |
| 7  | Spatial visualizers, object visualizers and verbalizers: their mathematical creative abilities. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 199-213.                     | 2.2 | 33        |
| 8  | Cognitive styles, dynamic geometry and measurement performance. <i>Educational Studies in Mathematics</i> , 2009, 70, 5-26.  | 2.8 | 23        |
| 9  | Secondary school students' levels of understanding in computing exponents. <i>Journal of Mathematical Behavior</i> , 2007, 26, 301-311.  | 0.9 | 22        |
| 10 | The structure of prospective kindergarten teachers' proportional reasoning. <i>Journal of Mathematics Teacher Education</i> , 2011, 14, 149-169.   | 1.8 | 22        |
| 11 | A Model of Mathematical Giftedness: Integrating Natural, Creative, and Mathematical Abilities. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2011, 11, 39-54.           | 1.0 | 21        |
| 12 | Prospective teachers' understanding of the multiplicative part-whole relationship of fraction. <i>Educational Studies in Mathematics</i> , 2016, 92, 129-146.  | 2.8 | 18        |
| 13 | Mathematical Creativity: Product, Person, Process and Press. <i>ICME-13 Monographs</i> , 2018, , 27-53.  | 1.0 | 18        |
| 14 | Spatial versus object visualisation: The case of mathematical understanding in three-dimensional arrays of cubes and nets. <i>International Journal of Educational Research</i> , 2010, 49, 102-114. | 2.2 | 17        |
| 15 | Examining early algebraic thinking: insights from empirical data. <i>Educational Studies in Mathematics</i> , 2018, 98, 57-76.   | 2.8 | 14        |
| 16 | Examining number sense and algebraic reasoning through cognitive styles. <i>Educational Studies in Mathematics</i> , 2013, 83, 205-223.  | 2.8 | 13        |
| 17 | Prospective teachers' attention on geometrical tasks. <i>Educational Studies in Mathematics</i> , 2014, 86, 1-18.  | 2.8 | 13        |
| 18 | A Longitudinal Study Revisiting the Notion of Early Number Sense: Algebraic Arithmetic AS a Catalyst for Number Sense Development. <i>Mathematical Thinking and Learning</i> , 2018, 20, 222-247.    | 1.2 | 13        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | Young Students's Functional Thinking Modes: The Relation Between Recursive Patterning, Covariational Thinking, and Correspondence Relations. <i>Journal for Research in Mathematics Education</i> , 2020, 51, 631-674.                                     | 1.8 | 11        |
| 20 | Reflective, systemic and analytic thinking in real numbers. <i>Educational Studies in Mathematics</i> , 2013, 82, 5-22.  | 2.8 | 10        |
| 21 | What Have We Learned About Giftedness and Creativity? An Overview of a Five Years Journey. <i>Advances in Mathematics Education</i> , 2017, , 201-223.   | 0.2 | 6         |
| 22 | Different Types of Algebraic Thinking: an Empirical Study Focusing on Middle School Students. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 965-984.   | 2.5 | 6         |
| 23 | Cognitive styles, task presentation mode and mathematical performance. <i>Research in Mathematics Education</i> , 2009, 11, 131-148.   | 1.2 | 5         |
| 24 | Hierarchical Levels of Abilities that Constitute Fraction Understanding at Elementary School. <i>International Journal of Science and Mathematics Education</i> , 2016, 14, 757-776.   | 2.5 | 5         |
| 25 | Parsing the notion of algebraic thinking within a cognitive perspective. <i>Educational Psychology</i> , 2017, 37, 1186-1205.  | 2.7 | 4         |
| 26 | The impact of two different types of instructional tasks on students' development of early algebraic thinking (<i>El impacto de dos tipos diferentes de tareas instruccionales en el desarrollo del Tj ETQq0 0 0 rgBT /Overlock 103f 50 457 T              |     |           |
| 27 | Mathematics Classroom Assessment: A Framework for Designing Assessment Tasks and Interpreting Students's Responses. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2021, 11, 1088-1106.                                    | 1.9 | 3         |
| 28 | Primary school students' structure and levels of abilities in transformational geometry. <i>Revista Latinoamericana De Investigacion En Matematica Educativa</i> , 2014, 17, 149-164.  | 0.1 | 3         |
| 29 | Number Teaching and Learning. , 2020, , 645-654.   |     | 3         |
| 30 | Mathematical imagination, knowledge and mindset. <i>ZDM - International Journal on Mathematics Education</i> , 0, , 1.   | 2.2 | 2         |
| 31 | Nurturing mathematical creativity for the concept of arithmetic mean in a technologically enhanced "personalised mathematics and mathematics inquiry" learning environment. <i>ZDM - International Journal on Mathematics Education</i> , 2022, 54, 51-66. | 2.2 | 2         |
| 32 | CERME7 Working Group 7: Mathematical potential, creativity and talent. <i>Research in Mathematics Education</i> , 2012, 14, 197-198.   | 1.2 | 1         |
| 33 | Number Teaching and Learning. , 2018, , 1-9.   |     | 0         |