

Behiye Ubuz

List of Publications by Year in descending order

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Version: 2024-02-01

16
papers

185
citations

1478505

6
h-index

1125743

13
g-index

16
all docs

16
docs citations

16
times ranked

133
citing authors

#	ARTICLE	IF	CITATIONS
1	Effects of Drama-Based Geometry Instruction on Student Achievement, Attitudes, and Thinking Levels. <i>Journal of Educational Research</i> , 2009, 102, 272-286.	1.6	50
2	Interpreting a graph and constructing its derivative graph: stability and change in students'™ conceptions. <i>International Journal of Mathematical Education in Science and Technology</i> , 2007, 38, 609-637.	1.4	48
3	Exploring the quality of the mathematical tasks in the new Turkish elementary school mathematics curriculum guidebook: the case of algebra. <i>ZDM - International Journal on Mathematics Education</i> , 2010, 42, 483-491.	2.2	18
4	Structural model of metacognition and knowledge of geometry. <i>Learning and Individual Differences</i> , 2010, 20, 436-445.	2.7	18
5	THE THINKING-ABOUT-DERIVATIVE TEST FOR UNDERGRADUATE STUDENTS: DEVELOPMENT AND VALIDATION. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 1279-1303.	2.5	8
6	Factors associated with success in a calculus course: an examination of personal variables. <i>International Journal of Mathematical Education in Science and Technology</i> , 2011, 42, 1-12.	1.4	7
7	Geometry knowledge test about triangles: evidence on validity and reliability. <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 659-673.	2.2	6
8	Primary teachers'™ subject matter knowledge: decimals. <i>International Journal of Mathematical Education in Science and Technology</i> , 2010, 41, 787-804.	1.4	5
9	Effects of Physical Manipulative Instructions with or without Explicit Metacognitive Questions on Geometrical Knowledge Acquisition. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 129-151.	2.5	5
10	Problem-solving method with handout material: max-min word problems. <i>International Journal of Mathematical Education in Science and Technology</i> , 1994, 25, 367-376.	1.4	4
11	Project-based geometry learning: Knowledge and attitude of field-dependent/independent cognitive style students. <i>Journal of Educational Research</i> , 2019, 112, 285-300.	1.6	4
12	The effect of problem-solving method with handout material on achievement in solving max-min word problems. <i>Journal of Mathematical Behavior</i> , 1997, 16, 75-85.	0.9	3
13	Predicting undergraduate students' mathematical thinking about derivative concept: A multilevel analysis of personal and institutional factors. <i>Learning and Individual Differences</i> , 2014, 32, 80-92.	2.7	3
14	Measuring striving for understanding and learning value of geometry: a validity study. <i>International Journal of Mathematical Education in Science and Technology</i> , 2017, 48, 1072-1086.	1.4	2
15	Teaching and learning geometry in drama based instruction. <i>European Journal of Science and Mathematics Education</i> , 2016, 4, 176-185.	1.1	2
16	Examining a Technology and Design Course in Middle School in Turkey: Its Potential to Contribute to STEM Education. <i>Advances in STEM Education</i> , 2020, , 295-312.	0.5	2