

Daniel L Reinholz

List of Publications by Year in descending order

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Version: 2024-02-01

46
papers

859
citations

623188

14
h-index

525886

27
g-index

49
all docs

49
docs citations

49
times ranked

573
citing authors

#	ARTICLE	IF	CITATIONS
1	The assessment cycle: a model for learning through peer assessment. <i>Assessment and Evaluation in Higher Education</i> , 2016, 41, 301-315.	3.9	149
2	Equity Analytics: A Methodological Approach for Quantifying Participation Patterns in Mathematics Classroom Discourse. <i>Journal for Research in Mathematics Education</i> , 2018, 49, 140-177.	1.0	112
3	Change theory and theory of change: what's the difference anyway?. <i>International Journal of STEM Education</i> , 2020, 7, .	2.7	75
4	Four frames for systemic change in STEM departments. <i>International Journal of STEM Education</i> , 2018, 5, 3.	2.7	64
5	Framework for transforming departmental culture to support educational innovation. <i>Physical Review Physics Education Research</i> , 2016, 12, .	1.4	64
6	Hidden competence: women's mathematical participation in public and private classroom spaces. <i>Educational Studies in Mathematics</i> , 2019, 102, 153-172.	1.8	27
7	A Pandemic Crash Course: Learning to Teach Equitably in Synchronous Online Classes. <i>CBE Life Sciences Education</i> , 2020, 19, ar60.	1.1	26
8	Peer-Assisted Reflection: A Design-Based Intervention for Improving Success in Calculus. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2015, 1, 234-267.	1.3	25
9	Fostering sustainable improvements in science education: An analysis through four frames. <i>Science Education</i> , 2019, 103, 1125-1150.	1.8	25
10	STEM Is Not a Monolith: A Preliminary Analysis of Variations in STEM Disciplinary Cultures and Implications for Change. <i>CBE Life Sciences Education</i> , 2019, 18, mr4.	1.1	25
11	Designing for institutional transformation: Six principles for department-level interventions. <i>Physical Review Physics Education Research</i> , 2019, 15, .	1.4	22
12	When Active Learning Is Inequitable: Women's Participation Predicts Gender Inequities in Mathematical Performance. <i>Journal for Research in Mathematics Education</i> , 2022, 53, 204-226.	1.0	22
13	Change theory in STEM higher education: a systematic review. <i>International Journal of STEM Education</i> , 2021, 8, .	2.7	19
14	Time for (Research on) Change in Mathematics Departments. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2020, 6, 147-158.	1.3	18
15	Attending to experimental physics practices and lifelong learning skills in an introductory laboratory course. <i>American Journal of Physics</i> , 2016, 84, 696-703.	0.3	16
16	Access Needs: Centering Students and Disrupting Ableist Norms in STEM. <i>CBE Life Sciences Education</i> , 2021, 20, es8.	1.1	16
17	Walking the walk: using classroom analytics to support instructors to address implicit bias in teaching. <i>International Journal for Academic Development</i> , 2020, 25, 259-272.	0.8	15
18	Extreme Apprenticeship: Instructional Change as a Gateway to Systemic Improvement. <i>Innovative Higher Education</i> , 2019, 44, 351-365.	1.5	14

#	ARTICLE	IF	CITATIONS
19	Racial hierarchy and masculine space: Participatory in/equity in computational physics classrooms. <i>Computer Science Education</i> , 2020, 30, 254-278.	2.7	13
20	Peer conferences in calculus: the impact of systematic training. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 1-17.	3.9	9
21	Using Analytics to Support Instructor Reflection on Student Participation in a Discourse-Focused Undergraduate Mathematics Classroom. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2019, 5, 56-74.	1.3	9
22	Developing mathematical practices through reflection cycles. <i>Mathematics Education Research Journal</i> , 2016, 28, 441-455.	0.9	8
23	Breaking Down Silos Working Meeting: An Approach to Fostering Cross-Disciplinary STEM–DBER Collaborations through Working Meetings. <i>CBE Life Sciences Education</i> , 2019, 18, mr3.	1.1	8
24	Transforming Undergraduate Education From the Middle Out With Departmental Action Teams. <i>Change</i> , 2019, 51, 64-70.	0.2	7
25	Rightful Presence in Times of Crisis and Uprisings: A Call for Disobedience. <i>Equity and Excellence in Education</i> , 2021, 54, 196-209.	1.6	7
26	Five Practices for Supporting Inquiry in Analysis. <i>Primus</i> , 2020, 30, 19-35.	0.3	6
27	Improving calculus explanations through peer review. <i>Journal of Mathematical Behavior</i> , 2016, 44, 34-49.	0.5	5
28	Learning to Do Diversity Work: A Model for Continued Education of Program Organizers. <i>Physics Teacher</i> , 2017, 55, 342-346.	0.2	4
29	Developing the DELTA: Capturing Cultural Changes in Undergraduate Departments. <i>CBE Life Sciences Education</i> , 2020, 19, ar15.	1.1	4
30	Large Lecture Halls: Whiteboards, Not Bored Students. <i>Primus</i> , 2018, 28, 670-682.	0.3	3
31	Student sensemaking of proofs at various distances: the role of epistemic, rhetorical, and ontological distance in the peer review process. <i>Educational Studies in Mathematics</i> , 2021, 106, 211-229.	1.8	3
32	Race-gender D/Discourses in Mathematics Education: (Re)-Producing Inequitable Participation Patterns Across a Diverse, Instructionally-Advanced Urban District. <i>Urban Education</i> , 0, , 004208592211076.	1.2	3
33	Not Another Bias Workshop: Using Equity Analytics to Promote Antiracist Teaching. <i>Change</i> , 2022, 54, 11-17.	0.2	3
34	Design trees: providing roots for revision in design-based research. <i>International Journal of Learning Technology</i> , 2017, 12, 275.	0.2	2
35	A Primer on Small Group Instruction in Undergraduate Mathematics. <i>Primus</i> , 2018, 28, 904-919.	0.3	2
36	Peer Feedback for Learning Mathematics. <i>American Mathematical Monthly</i> , 2018, 125, 653-658.	0.2	2

#	ARTICLE	IF	CITATIONS
37	Interrogating Innate Intelligence Racial Narratives: Students' Construction of Counter-Stories within the History of Mathematics. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 0, , 1.	1.3	2
38	Reflective Apprenticeship for Teaching and Learning Mathematical Proof. <i>Journal of Research in Stem Education</i> , 2018, 4, 68-80.	1.1	2
39	Using Peer Feedback to Promote Reflection on Open-Ended Problems. <i>Physics Teacher</i> , 2016, 54, 364-368.	0.2	1
40	Off Topic but on Point: Student Talk in an Undergraduate Geometry Classroom. <i>Journal for STEM Education Research</i> , 2018, 1, 103-118.	0.5	1
41	Capturing who participates and how: the stability of classroom observations using EQUIP. <i>SN Social Sciences</i> , 2021, 1, 1.	0.4	1
42	Improving representation in physical sciences using a Departmental Action Team. , 0, , .		1
43	Supporting Graduate Student Instructors in Calculus. <i>International Journal for the Scholarship of Teaching and Learning</i> , 2015, 9, .	0.4	1
44	Departmental action teams: Empowering students as change agents in academic departments. <i>International Journal for Students As Partners</i> , 2020, 4, 128-137.	0.3	1
45	Getting Published: Perspectives from Early-Career Scholars. <i>Research in Mathematics Education</i> , 2019, , 241-253.	0.1	0
46	Focus on Outcomes: Fostering Systemic Departmental Improvements. <i>To Improve the Academy</i> , 2022, 40, .	0.3	0