

Alan H Schoenfeld

List of Publications by Year in descending order

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Version: 2024-02-01

54
papers

4,000
citations

257101

24
h-index

189595

50
g-index

57
all docs

57
docs citations

57
times ranked

1989
citing authors

#	ARTICLE	IF	CITATIONS
1	Why Are Learning and Teaching Mathematics So Difficult?. , 2022, , 1-35.		5
2	Crisis-ready educational design: The case of mathematics. Curriculum Journal, 2022, 33, 519-535.	1.0	5
3	Can an orchestration system increase collaborative, productive struggle in teaching-by-eliciting classrooms?. Interactive Learning Environments, 2021, 29, 987-1005.	4.4	15
4	Reframing teacher knowledge: a research and development agenda. ZDM - International Journal on Mathematics Education, 2020, 52, 359-376.	1.3	21
5	On Computational Thinking and STEM Education. Journal for STEM Education Research, 2020, 3, 147-166.	0.5	62
6	Not just "implementation": the synergy of research and practice in an engineering research approach to educational design and development. ZDM - International Journal on Mathematics Education, 2020, 53, 991.	1.3	14
7	Mathematical practices, in theory and practice. ZDM - International Journal on Mathematics Education, 2020, 52, 1163-1175.	1.3	20
8	Computational Thinking Is More about Thinking than Computing. Journal for STEM Education Research, 2020, 3, 1-18.	0.5	90
9	Addressing Horizontal and Vertical Gaps in Educational Systems. European Review, 2020, 28, S104-S120.	0.4	2
10	On Meaningful, Researchable, and Generative Questions. International Journal of Science and Mathematics Education, 2020, 18, 67-82.	1.5	3
11	Teaching for Robust Understanding with Lesson Study. Advances in Mathematics Education, 2019, , 135-159.	0.2	3
12	Design and Design Thinking in STEM Education. Journal for STEM Education Research, 2019, 2, 93-104.	0.5	95
13	The What and the Why of Modeling. Advances in Mathematics Education, 2019, , 89-97.	0.2	0
14	On Thinking and STEM Education. Journal for STEM Education Research, 2019, 2, 1-13.	0.5	42
15	Problematizing teaching and learning mathematics as "given" in STEM education. International Journal of STEM Education, 2019, 6, .	2.7	91
16	Formative Assessment in Mathematics. , 2019, , 35-67.		11
17	What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them? A Story of Research and Practice, Productively Intertwined. ICME-13 Monographs, 2019, , 495-510.	1.0	4
18	Video analyses for research and professional development: the teaching for robust understanding (TRU) framework. ZDM - International Journal on Mathematics Education, 2018, 50, 491-506.	1.3	37

#	ARTICLE	IF	CITATIONS
19	On Classroom Observations. Journal for STEM Education Research, 2018, 1, 34-59.	0.5	19
20	Assessment in the service of learning: challenges and opportunities or Plus Ça Change, Plus c'est la même Chose. ZDM - International Journal on Mathematics Education, 2018, 50, 571-585.	1.3	9
21	Uses of video in understanding and improving mathematical thinking and teaching. Journal of Mathematics Teacher Education, 2017, 20, 415-432.	1.0	16
22	On learning and assessment. Assessment in Education, 2017, 24, 369-378.	0.7	5
23	On understanding and improving the teaching of university Mathematics. International Journal of STEM Education, 2016, 3, .	2.7	10
24	Making sense of teaching. ZDM - International Journal on Mathematics Education, 2016, 48, 239-246.	1.3	6
25	Thoughts on scale. ZDM - International Journal on Mathematics Education, 2015, 47, 161-169.	1.3	16
26	Summative and Formative Assessments in Mathematics Supporting the Goals of the Common Core Standards. Theory Into Practice, 2015, 54, 183-194.	0.9	26
27	What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them? A Story of Research and Practice, Productively Intertwined. Educational Researcher, 2014, 43, 404-412.	3.3	135
28	Reflections on learning and cognition. ZDM - International Journal on Mathematics Education, 2014, 46, 497-503.	1.3	10
29	On forests, trees, elephants, and classrooms: a brief for the study of learning ecologies. ZDM - International Journal on Mathematics Education, 2013, 45, 491-495.	1.3	2
30	A US perspective on the implementation of inquiry-based learning in mathematics. ZDM - International Journal on Mathematics Education, 2013, 45, 901-909.	1.3	22
31	Classroom observations in theory and practice. ZDM - International Journal on Mathematics Education, 2013, 45, 607-621.	1.3	79
32	Encore. , 2013, , 287-301.		0
33	Problematizing the didactic triangle. ZDM - International Journal on Mathematics Education, 2012, 44, 587-599.	1.3	33
34	Toward professional development for teachers grounded in a theory of decision making. ZDM - International Journal on Mathematics Education, 2011, 43, 457-469.	1.3	74
35	How and Why Do Teachers Explain Things the Way They Do?. , 2010, , 83-106.		8
36	Working with Schools: The Story of a Mathematics Education Collaboration. American Mathematical Monthly, 2009, 116, 197-217.	0.2	1

#	ARTICLE	IF	CITATIONS
37	Using the Unfamiliar to Problematize the Familiar: The Case of Mathematics Teacher In-Service Education. Canadian Journal of Science, Mathematics and Technology Education, 2008, 8, 280-295.	0.6	13
38	The Complexities of Assessing Teacher Knowledge. Measurement, 2007, 5, 198-204.	0.1	17
39	Problem solving in the United States, 1970â€“2008: research and theory, practice and politics. ZDM - International Journal on Mathematics Education, 2007, 39, 537-551.	1.3	82
40	Problem solving around the world: summing up the state of the art. ZDM - International Journal on Mathematics Education, 2007, 39, 353-353.	1.3	46
41	Improving Educational Research:Toward a More Useful, More Influential, and Better-Funded Enterprise. Educational Researcher, 2003, 32, 3-14.	3.3	340
42	Making Mathematics Work for All Children: Issues of Standards, Testing, and Equity. Educational Researcher, 2002, 31, 13-25.	3.3	288
43	A highly interactive discourse structure. Advances in Research on Teaching, 2002, , 131-169.	0.2	24
44	Looking Toward the 21st Century: Challenges of Educational Theory and Practice. Educational Researcher, 1999, 28, 4-14.	3.3	187
45	Toward a theory of teaching-in-context. Issues in Education, 1998, 4, 1-94.	0.2	350
46	What do we know about mathematics curricula?. Journal of Mathematical Behavior, 1994, 13, 55-80.	0.5	111
47	Explorations of Students' Mathematical Beliefs and Behavior. Journal for Research in Mathematics Education, 1989, 20, 338.	1.0	233
48	When Good Teaching Leads to Bad Results: The Disasters of 'Well-Taught' Mathematics Courses. Educational Psychologist, 1988, 23, 145-166.	4.7	422
49	George PÃ³lya. Bulletin of the London Mathematical Society, 1987, 19, 559-608.	0.4	8
50	Beyond the Purely Cognitive: Belief Systems, Social Cognitions, and Metacognitions As Driving Forces in Intellectual Performance*. Cognitive Science, 1983, 7, 329-363.	0.8	276
51	Measures of Problem-Solving Performance and of Problem-Solving Instruction. Journal for Research in Mathematics Education, 1982, 13, 31.	1.0	42
52	Explicit Heuristic Training as a Variable in Problem-Solving Performance. Journal for Research in Mathematics Education, 1979, 10, 173.	1.0	58
53	Reflections on David Clarkeâ€™s intellectual legacy. ZDM - International Journal on Mathematics Education, 0, , 1.	1.3	1
54	How We Think. , 0, , .		191