

Jennifer M Langer-Osuna

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8347423/publications.pdf>

Version: 2024-02-01

11
papers

508
citations

933447

10
h-index

1281871

11
g-index

11
all docs

11
docs citations

11
times ranked

270
citing authors

#	ARTICLE	IF	CITATIONS
1	“So what are we working on?” how student authority relations shift during collaborative mathematics activity. <i>Educational Studies in Mathematics</i> , 2020, 104, 333-349.	2.8	21
2	Exploring the role of off-task activity on students’ collaborative dynamics.. <i>Journal of Educational Psychology</i> , 2020, 112, 514-532.	2.9	15
3	Exploring the central role of student authority relations in collaborative mathematics. <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 1077-1087.	2.2	18
4	Productive Disruptions: Rethinking the Role of Off-Task Interactions in Collaborative Mathematics Learning. <i>Education Sciences</i> , 2018, 8, 87.	2.6	11
5	Authority, Identity, and Collaborative Mathematics. <i>Journal for Research in Mathematics Education</i> , 2017, 48, 237-247.	1.8	39
6	The Social Construction of Authority Among Peers and Its Implications for Collaborative Mathematics Problem Solving. <i>Mathematical Thinking and Learning</i> , 2016, 18, 107-124.	1.2	69
7	From Getting “Fired” to Becoming a Collaborator: A Case of the Coconstruction of Identity and Engagement in a Project-Based Mathematics Classroom. <i>Journal of the Learning Sciences</i> , 2015, 24, 53-92.	2.9	34
8	“I’m trying to figure this out. Why don’t you come up here?” heterogeneous talk and dialogic space in a mathematics discussion. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 1313-1322.	2.2	6
9	Toward a Model of Influence in Persuasive Discussions: Negotiating Quality, Authority, Privilege, and Access Within a Student-Led Argument. <i>Journal of the Learning Sciences</i> , 2014, 23, 245-268.	2.9	103
10	Power in Numbers: Student Participation in Mathematical Discussions in Heterogeneous Spaces. <i>Journal for Research in Mathematics Education</i> , 2013, 44, 288-315.	1.8	116
11	How Brianna Became Bossy and Kofi Came Out Smart: Understanding the Trajectories of Identity and Engagement for Two Group Leaders in a Project-Based Mathematics Classroom. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2011, 11, 207-225.	1.0	76