

# Dor Abrahamson

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8561766/publications.pdf>

Version: 2024-02-01

61  
papers

1,448  
citations

394421

19  
h-index

395702

33  
g-index

63  
all docs

63  
docs citations

63  
times ranked

635  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Learning Is Moving in New Ways: The Ecological Dynamics of Mathematics Education. <i>Journal of the Learning Sciences</i> , 2016, 25, 203-239.   | 2.9 | 128       |
| 2  | Embodiment and Embodied Design. , 2014, , 358-376.   |     | 112       |
| 3  | Embodied design: constructing means for constructing meaning. <i>Educational Studies in Mathematics</i> , 2009, 70, 27-47.   | 2.8 | 92        |
| 4  | Building educational activities for understanding: An elaboration on the embodied-design framework and its epistemic grounds. <i>International Journal of Child-Computer Interaction</i> , 2014, 2, 1-16.                      | 3.5 | 71        |
| 5  | The mathematical imagery trainer. , 2011, , .  |     | 64        |
| 6  | The Future of Embodied Design for Mathematics Teaching and Learning. <i>Frontiers in Education</i> , 2020, 5, .  | 2.1 | 63        |
| 7  | Bringing forth mathematical concepts: signifying sensorimotor enactment in fields of promoted action. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 295-306.   | 2.2 | 57        |
| 8  | The Enactive Roots of STEM: Rethinking Educational Design in Mathematics. <i>Educational Psychology Review</i> , 2015, 27, 371-389.  | 8.4 | 57        |
| 9  | Hooks and Shifts: A Dialectical Study of Mediated Discovery. <i>Technology, Knowledge and Learning</i> , 2011, 16, 55-85.  | 4.9 | 55        |
| 10 | Coordinating visualizations of polysemous action: values added for grounding proportion. <i>ZDM - International Journal on Mathematics Education</i> , 2014, 46, 79-93.  | 2.2 | 50        |
| 11 | Making sense of movement in embodied design for mathematics learning. <i>Cognitive Research: Principles and Implications</i> , 2016, 1, 33.  | 2.0 | 46        |
| 12 | Eye-Tracking Piaget: Capturing the Emergence of Attentional Anchors in the Coordination of Proportional Motor Action. <i>Human Development</i> , 2015, 58, 218-244.  | 2.0 | 45        |
| 13 | Orchestrating Semiotic Leaps from Tacit to Cultural Quantitative Reasoningâ€”The Case of Anticipating Experimental Outcomes of a Quasi-Binomial Random Generator. <i>Cognition and Instruction</i> , 2009, 27, 175-224.        | 2.9 | 41        |
| 14 | Dual-eye-tracking Vygotsky: A microgenetic account of a teaching/learning collaboration in an embodied-interaction technological tutorial for mathematics. <i>Learning, Culture and Social Interaction</i> , 2019, 22, 100316. | 1.8 | 40        |
| 15 | Fostering Hooks and Shifts: Tutorial Tactics for Guided Mathematical Discovery. <i>Technology, Knowledge and Learning</i> , 2012, 17, 61-86.   | 4.9 | 39        |
| 16 | Learning axes and bridging tools in a technology-based design for statistics. <i>International Journal of Computers for Mathematical Learning</i> , 2007, 12, 23-55.   | 0.6 | 37        |
| 17 | Touchscreen Tablets: Coordinating Action and Perception for Mathematical Cognition. <i>Frontiers in Psychology</i> , 2017, 8, 144.   | 2.1 | 36        |
| 18 | Toward an embodied-interaction design framework for mathematical concepts. , 2011, , .   |     | 32        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | Teaching with embodied learning technologies for mathematics: responsive teaching for embodied learning. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 1307-1331.   | 2.2 | 30        |
| 20 | Enactivism and ethnomethodological conversation analysis as tools for expanding Universal Design for Learning: the case of visually impaired mathematics students. <i>ZDM - International Journal on Mathematics Education</i> , 2019, 51, 291-303. | 2.2 | 25        |
| 21 | Rethinking Intensive Quantities via Guided Mediated Abduction. <i>Journal of the Learning Sciences</i> , 2012, 21, 626-649.   | 2.9 | 23        |
| 22 | Reinventing discovery learning: a field-wide research program. <i>Instructional Science</i> , 2018, 46, 1-10.   | 2.0 | 21        |
| 23 | Building Reflective Practices in a Pre-service Math and Science Teacher Education Course That Focuses on Qualitative Video Analysis. <i>Journal of Science Teacher Education</i> , 2018, 29, 83-101.  | 2.5 | 19        |
| 24 | Modeling nonlinear dynamics of fluency development in an embodied-design mathematics learning environment with Recurrence Quantification Analysis. <i>International Journal of Child-Computer Interaction</i> , 2021, 29, 100297.                   | 3.5 | 17        |
| 25 | Try to See It My Way: The Discursive Function of Idiosyncratic Mathematical Metaphor. <i>Mathematical Thinking and Learning</i> , 2012, 14, 55-80.  | 1.2 | 16        |
| 26 | Seeing chance: perceptual reasoning as an epistemic resource for grounding compound event spaces. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 869-881.  | 2.2 | 15        |
| 27 | Reverse-scaffolding algebra: empirical evaluation of design architecture. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 1195-1209.  | 2.2 | 13        |
| 28 | Eye-Tracking the Emergence of Attentional Anchors in a Mathematics Learning Tablet Activity. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2017, , 166-194.  | 0.2 | 13        |
| 29 | There Once Was a 9-Block $\hat{a}$ - A Middle-School Design for Probability and Statistics. <i>Journal of Statistics Education</i> , 2006, 14, .  | 1.4 | 12        |
| 30 | Towards an ecological-dynamics design framework for embodied-interaction conceptual learning: the case of dynamic mathematics environments. <i>Educational Technology Research and Development</i> , 2021, 69, 1889-1923.                           | 2.8 | 12        |
| 31 | The Shape of Things to Come: The Computational Pictograph as a Bridge From Combinatorial Space to Outcome Distribution. <i>International Journal of Computers for Mathematical Learning</i> , 2006, 11, 137-146.                                    | 0.6 | 11        |
| 32 | Embodied Interaction as Designed Mediation of Conceptual Performance. <i>Mathematics Education in the Digital Era</i> , 2013, , 119-139.  | 0.4 | 11        |
| 33 | Pedagogical Agents to Support Embodied, Discovery-Based Learning. <i>Lecture Notes in Computer Science</i> , 2017, , 1-14.  | 1.3 | 11        |
| 34 | Classroom model, model classroom. <i>Computer-supported Collaborative Learning</i> , 2007, , .  | 0.0 | 11        |
| 35 | Searching for buried treasure: uncovering discovery in discovery-based learning. <i>Instructional Science</i> , 2018, 46, 11-33.  | 2.0 | 8         |
| 36 | Rhythmic movement as a tacit enactment goal mobilizes the emergence of mathematical structures. <i>Educational Studies in Mathematics</i> , 2018, 99, 293-309.  | 2.8 | 8         |

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|----|--|-----|-----------|
| 37 | A Better Story: An Embodied-Design Argument for Generic Manipulatives. <i>Mathematics Education in the Digital Era</i> , 2018, , 189-211.  | 0.4 | 8         |
| 38 | Reinventing learning: a design-research odyssey. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 1013-1026.  | 2.2 | 7         |
| 39 | Is Robotic Surgery Highlighting Critical Gaps in Resident Training?. <i>Journal of Graduate Medical Education</i> , 2018, 10, 491-493.   | 1.3 | 7         |
| 40 | Strawberry feel forever: understanding metaphor as sensorimotor dynamics. <i>Senses and Society</i> , 2020, 15, 216-238.   | 0.5 | 7         |
| 41 | Grasp Actually: An Evolutionist Argument for Enactivist Mathematics Education. <i>Human Development</i> , 2021, 65, 77-93.   | 2.0 | 7         |
| 42 | Characterizing learner behavior from touchscreen data. <i>International Journal of Child-Computer Interaction</i> , 2022, 31, 100357.  | 3.5 | 7         |
| 43 | Classifying Learner Behavior from High Frequency Touchscreen Data Using Recurrent Neural Networks. , 2018, , .   |     | 6         |
| 44 | Debugging as a Context for Fostering Reflection on Critical Thinking and Emotion. , 2019, , 209-228.   |     | 6         |
| 45 | Interfacing practices: domain theory emerges via collaborative reflection. <i>Reflective Practice</i> , 2015, 16, 372-389.   | 1.4 | 5         |
| 46 | Getting up to SpEED: Special Education Embodied Design for Sensorially Equitable Inclusion. <i>Education Sciences and Society</i> , 2021, , 114-136.   | 0.3 | 5         |
| 47 | A Design for Ratio and Proportion Instruction. <i>Mathematics Teaching in the Middle School</i> , 2003, 8, 493-501.  | 0.1 | 5         |
| 48 | Rethinking transparency. , 2013, , .   |     | 4         |
| 49 | Shaping Perception: Designing for Participatory Facilitation of Collaborative Geometry. <i>Digital Experiences in Mathematics Education</i> , 2020, 6, 191-212.                                    | 1.5 | 4         |
| 50 | A Student's Synthesis of Tacit and Mathematical Knowledge as a Researcher's Lens on Bridging Learning Theory. <i>International Electronic Journal of Mathematics Education</i> , 2009, 4, 195-226. | 0.7 | 4         |
| 51 | Toward a taxonomy of design genres. , 2013, , .  |     | 3         |
| 52 | Reverse scaffolding. , 2015, , .   |     | 3         |
| 53 | Toward Synergizing Educational Research and Movement Sciences: a Dialogue on Learning as Developing Perception for Action. <i>Educational Psychology Review</i> , 2022, 34, 1813-1842.             | 8.4 | 3         |
| 54 | Reinventing Realistic Mathematics Education at Berkeley's Emergence and Development of a Course for Pre-service Teachers. <i>ICME-13 Monographs</i> , 2020, , 255-277.                             | 1.0 | 2         |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 55 | Rethinking Probability Education: Perceptual Judgment as Epistemic Resource. <i>Advances in Mathematics Education</i> , 2014, , 239-260.                        | 0.2 | 2         |
| 56 | Second Life Unplugged: A Design for Fostering At-risk Students' STEM Agency. <i>Journal of Virtual Worlds Research</i> , 2010, 2, .                             | 0.7 | 1         |
| 57 | Computational literacy and mathematics learning in a virtual world. <i>Computer-supported Collaborative Learning</i> , 2007, , .                                | 0.0 | 1         |
| 58 | Using Learning Path Research to Balance Mathematics Education. , 2014, , .  |     | 1         |
| 59 | Embodiment and Embodied Design. , 2022, , 301-320.  |     | 1         |
| 60 | The Botetano arithmetic method: introduction and early evidence*. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-19. | 1.4 | 0         |
| 61 | Fractal Village Unplugged: Design-Based Research On Computing with Marginalized Youth. <i>Journal of Virtual Worlds Research</i> , 2010, 2, .                   | 0.7 | 0         |