Dor Abrahamson

List of Publications by Year
in descending order

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

Version: 2024-02-01

61	1,448	394421	395702
papers	citations	19 h-index	33 g-index

63	63	63	635
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Characterizing learner behavior from touchscreen data. International Journal of Child-Computer Interaction, 2022, 31, 100357.	3.5	7
2	Toward Synergizing Educational Research and Movement Sciences: a Dialogue on Learning as Developing Perception for Action. Educational Psychology Review, 2022, 34, 1813-1842.	8.4	3
3	Embodiment and Embodied Design. , 2022, , 301-320.		1
4	Towards an ecological-dynamics design framework for embodied-interaction conceptual learning: the case of dynamic mathematics environments. Educational Technology Research and Development, 2021, 69, 1889-1923.	2.8	12
5	Grasp Actually: An Evolutionist Argument for Enactivist Mathematics Education. Human Development, 2021, 65, 77-93.	2.0	7
6	Getting up to SpEED: Special Education Embodied Design for Sensorially Equitable Inclusion. Education Sciences and Society, 2021, , 114-136.	0.3	5
7	Modeling nonlinear dynamics of fluency development in an embodied-design mathematics learning environment with Recurrence Quantification Analysis. International Journal of Child-Computer Interaction, 2021, 29, 100297.	3.5	17
8	The Future of Embodied Design for Mathematics Teaching and Learning. Frontiers in Education, 2020, 5, .	2.1	63
9	Strawberry feel forever: understanding metaphor as sensorimotor dynamics. Senses and Society, 2020, 15, 216-238.	0.5	7
10	Teaching with embodied learning technologies for mathematics: responsive teaching for embodied learning. ZDM - International Journal on Mathematics Education, 2020, 52, 1307-1331.	2.2	30
11	Shaping Perception: Designing for Participatory Facilitation of Collaborative Geometry. Digital Experiences in Mathematics Education, 2020, 6, 191-212.	1.5	4
12	Reinventing Realistic Mathematics Education at Berkeleyâ€”Emergence and Development of a Course for Pre-service Teachers. ICME-13 Monographs, 2020, , 255-277.	1.0	2
13	Dual-eye-tracking Vygotsky: A microgenetic account of a teaching/learning collaboration in an embodied-interaction technological tutorial for mathematics. Learning, Culture and Social Interaction, 2019, 22, 100316.	1.8	40
14	Enactivism and ethnomethodological conversation analysis as tools for expanding Universal Design for Learning: the case of visually impaired mathematics students. ZDM - International Journal on Mathematics Education, 2019, 51, 291-303.	2.2	25
15	Debugging as a Context for Fostering Reflection on Critical Thinking and Emotion. , 2019, , 209-228.		6
16	Building Reflective Practices in a Pre-service Math and Science Teacher Education Course That Focuses on Qualitative Video Analysis. Journal of Science Teacher Education, 2018, 29, 83-101.	2.5	19
17	Reinventing discovery learning: a field-wide research program. Instructional Science, 2018, 46, 1-10.	2.0	21
18	Searching for buried treasure: uncovering discovery in discovery-based learning. Instructional Science, 2018, 46, 11-33.	2.0	8

#	Article	IF	Citations
19	Is Robotic Surgery Highlighting Critical Gaps in Resident Training?. Journal of Graduate Medical Education, 2018, 10, 491-493.	1.3	7
20	Rhythmic movement as a tacit enactment goal mobilizes the emergence of mathematical structures. Educational Studies in Mathematics, 2018, 99, 293-309.	2.8	8
21	A Better Story: An Embodied-Design Argument for Generic Manipulatives. Mathematics Education in the Digital Era, 2018, , 189-211.	0.4	8
22	Classifying Learner Behavior from High Frequency Touchscreen Data Using Recurrent Neural Networks. , 2018, , .		6
23	Touchscreen Tablets: Coordinating Action and Perception for Mathematical Cognition. Frontiers in Psychology, 2017, 8, 144.	2.1	36
24	Pedagogical Agents to Support Embodied, Discovery-Based Learning. Lecture Notes in Computer Science, 2017, , 1-14.	1.3	11
25	Eye-Tracking the Emergence of Attentional Anchors in a Mathematics Learning Tablet Activity. Advances in Educational Technologies and Instructional Design Book Series, 2017, , 166-194.	0.2	13
26	Making sense of movement in embodied design for mathematics learning. Cognitive Research: Principles and Implications, 2016, 1, 33.	2.0	46
27	Learning Is Moving in New Ways: The Ecological Dynamics of Mathematics Education. Journal of the Learning Sciences, 2016, 25, 203-239.	2.9	128
28	Interfacing practices: domain theory emerges via collaborative reflection. Reflective Practice, 2015, 16, 372-389.	1.4	5
29	Eye-Tracking Piaget: Capturing the Emergence of Attentional Anchors in the Coordination of Proportional Motor Action. Human Development, 2015, 58, 218-244.	2.0	45
30	Reverse-scaffolding algebra: empirical evaluation of design architecture. ZDM - International Journal on Mathematics Education, 2015, 47, 1195-1209.	2.2	13
31	Bringing forth mathematical concepts: signifying sensorimotor enactment in fields of promoted action. ZDM - International Journal on Mathematics Education, 2015, 47, 295-306.	2.2	57
32	Reinventing learning: a design-research odyssey. ZDM - International Journal on Mathematics Education, 2015, 47, 1013-1026.	2.2	7
33	Reverse scaffolding. , 2015, , .		3
34	The Enactive Roots of STEM: Rethinking Educational Design in Mathematics. Educational Psychology Review, 2015, 27, 371-389.	8.4	57
35	Embodiment and Embodied Design. , 2014, , 358-376.		112
36	Coordinating visualizations of polysemous action: values added for grounding proportion. ZDM - International Journal on Mathematics Education, 2014, 46, 79-93.	2.2	50

#	Article	IF	Citations
37	Building educational activities for understanding: An elaboration on the embodied-design framework and its epistemic grounds. International Journal of Child-Computer Interaction, 2014, 2, 1-16.	3.5	71
38	Rethinking Probability Education: Perceptual Judgment as Epistemic Resource. Advances in Mathematics Education, 2014, , 239-260.	0.2	2
39	Using Learning Path Research to Balance Mathematics Education. , 2014, , .		1
40	Embodied Interaction as Designed Mediation of Conceptual Performance. Mathematics Education in the Digital Era, 2013, , 119-139.	0.4	11
41	Toward a taxonomy of design genres. , 2013, , .		3
42	Rethinking transparency. , 2013, , .		4
43	Try to See It My Way: The Discursive Function of Idiosyncratic Mathematical Metaphor. Mathematical Thinking and Learning, 2012, 14, 55-80.	1.2	16
44	Fostering Hooks and Shifts: Tutorial Tactics for Guided Mathematical Discovery. Technology, Knowledge and Learning, 2012, 17, 61-86.	4.9	39
45	Rethinking Intensive Quantities via Guided Mediated Abduction. Journal of the Learning Sciences, 2012, 21, 626-649.	2.9	23
46	Seeing chance: perceptual reasoning as an epistemic resource for grounding compound event spaces. ZDM - International Journal on Mathematics Education, 2012, 44, 869-881.	2.2	15
47	Hooks and Shifts: A Dialectical Study of Mediated Discovery. Technology, Knowledge and Learning, 2011, 16, 55-85.	4.9	55
48	Toward an embodied-interaction design framework for mathematical concepts. , 2011, , .		32
49	The mathematical imagery trainer. , 2011, , .		64
50	Second Life Unplugged: A Design for Fostering At-risk Students' STEM Agency. Journal of Virtual Worlds Research, 2010, 2, .	0.7	1
51	Fractal Village Unplugged: Design-Based Research On Computing with Marginalized Youth. Journal of Virtual Worlds Research, 2010, 2, .	0.7	0
52	Embodied design: constructing means for constructing meaning. Educational Studies in Mathematics, 2009, 70, 27-47.	2.8	92
53	Orchestrating Semiotic Leaps from Tacit to Cultural Quantitative Reasoningâ€"The Case of Anticipating Experimental Outcomes of a Quasi-Binomial Random Generator. Cognition and Instruction, 2009, 27, 175-224.	2.9	41
54	A Studentâ€™s Synthesis of Tacit and Mathematical Knowledge as a Researcherâ€™s Lens on Bridging Learning Theory. International Electronic Journal of Mathematics Education, 2009, 4, 195-226.	0.7	4

#	Article	IF	Citations
55	Learning axes and bridging tools in a technology-based design for statistics. International Journal of Computers for Mathematical Learning, 2007, 12, 23-55.	0.6	37
56	Classroom model, model classroom. Computer-supported Collaborative Learning, 2007, , .	0.0	11
57	Computational literacy and mathematics learning in a virtual world. Computer-supported Collaborative Learning, 2007, , .	0.0	1
58	There Once Was a 9-Block â€¦ - A Middle-School Design for Probability and Statistics. Journal of Statistics Education, 2006, 14, .	1.4	12
59	The Shape of Things to Come: The Computational Pictograph as a Bridge From Combinatorial Space to Outcome Distribution. International Journal of Computers for Mathematical Learning, 2006, 11, 137-146.	0.6	11
60	A Design for Ratio and Proportion Instruction. Mathematics Teaching in the Middle School, 2003, 8, 493-501.	0.1	5
61	The Botetano arithmetic method: introduction and early evidence*. International Journal of Mathematical Education in Science and Technology, 0, , 1-19.	1.4	0