

# Raimo Kaasila

## List of Publications by Year in descending order

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Version: 2024-02-01

32  
papers

577  
citations

623734

14  
h-index

677142

22  
g-index

32  
all docs

32  
docs citations

32  
times ranked

332  
citing authors

#	ARTICLE	IF	CITATIONS
1	Reflection on peer reviewing as a pedagogical tool in higher education. <i>Active Learning in Higher Education</i> , 2023, 24, 291-303.	5.4	1
2	Preservice Subject Teachers' Lack of Interest in Their Minor Subject: Is It a Problem?. <i>International Journal of Science and Mathematics Education</i> , 2023, 21, 923-941.	2.5	4
3	The change in pre-service primary teachers' possible selves in relation to science teaching. <i>European Journal of Teacher Education</i> , 2022, 45, 43-59.	3.7	6
4	From fragmented toward relational academic teacher identity: the role of research-teaching nexus. <i>Higher Education</i> , 2021, 82, 583-598.	4.4	12
5	How to select reading for application of pedagogical bibliotherapy? Insights from prospective teachers' identification processes. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 483-498.	1.8	4
6	Towards a relational understanding of teacher autonomy: The role of trust for Canadian and Finnish teachers. <i>Research in Comparative and International Education</i> , 2019, 14, 394-411.	1.3	7
7	Methodological landscape in research on teacher identity in mathematics education: a review. <i>ZDM - International Journal on Mathematics Education</i> , 2019, 51, 505-515.	2.2	23
8	Canadian and Finnish upper-secondary school mathematics teachers' perceptions of autonomy. <i>Pedagogy, Culture and Society</i> , 2018, 26, 381-396.	2.6	6
9	An elementary teacher's narrative identity work at two points in time two decades apart. <i>Educational Studies in Mathematics</i> , 2018, 98, 253-267.	2.8	19
10	Future Directions in Research on Mathematics-Related Teacher Identity. <i>International Journal of Science and Mathematics Education</i> , 2018, 16, 759-776.	2.5	57
11	Recalling life-changing teachers: Positive memories of teacher-student relationships and the emotions involved. <i>International Journal of Educational Research</i> , 2018, 87, 47-56.	2.2	22
12	The nature of the relation between pre-service teachers' views of an ideal teacher and their positive memories of biology and geography teachers. <i>Nordic Studies in Science Education</i> , 2018, 14, 82-94.	0.2	4
13	University lecturers' emotional responses to and coping with student feedback: a Finnish case study. <i>European Journal of Psychology of Education</i> , 2017, 32, 235-250.	2.6	20
14	Medical students' experience of emotions and success in neurological studies – What do they tell us?. <i>BMC Medical Education</i> , 2017, 17, 68.	2.4	8
15	Attitudes, Beliefs, Motivation, and Identity in Mathematics Education. <i>ICME-13 Topical Surveys</i> , 2016, , 1-35.	1.6	20
16	Video-Stimulated Recall as a Facilitator of a Pre-Service Teacher's Reflection on Teaching and Post-Teaching Supervision Discussion – A Case Study from Finland. <i>Journal of Education and Learning</i> , 2015, 4, .	0.4	4
17	Developing Research Relationships toward a Learning Partnership. <i>Scandinavian Journal of Educational Research</i> , 2015, 59, 177-194.	1.7	2
18	SOCIOMATHEMATICAL NORMS NEGOTIATED IN THE DISCUSSIONS OF TWO SMALL GROUPS INVESTIGATING CALCULUS. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 927-946.	2.5	14

#	ARTICLE	IF	CITATIONS
19	A CANADIAN TEACHER'S PERCEIVED AUTONOMY AND SELF-CONFIDENCE IN THE MIDST OF AN EDUCATIONAL REFORM. <i>Problems of Education in the 21st Century</i> , 2015, 66, 42-53.	0.7	5
20	Pre-service teachers'™ future-oriented mathematical identity work. <i>Educational Studies in Mathematics</i> , 2014, 85, 129-142.	2.8	53
21	Finnish upper secondary students'™ collaborative processes in learning statistics in a CSCL environment. <i>International Journal of Mathematical Education in Science and Technology</i> , 2014, 45, 325-348.	1.4	4
22	How do pre-service teachers'™ reflective processes differ in relation to different contexts?. <i>European Journal of Teacher Education</i> , 2012, 35, 77-89.	3.7	33
23	â€œMY PERSONAL RELATIONSHIP TOWARDS MATHEMATICS HAS NECESSARILY NOT CHANGED BUT â€¦â€• ANALYZING PRESERVICE TEACHERS'™ MATHEMATICAL IDENTITY TALK. <i>International Journal of Science and Mathematics Education</i> , 2012, 10, 975-995.	2.5	21
24	Shared Scientific Benefits for the Mentor and the Mentee. , 2012, , 109-116.		1
25	Beginning a pre-service teacher's mathematical identity work through narrative rehabilitation and bibliotherapy. <i>Teaching in Higher Education</i> , 2011, 16, 225-236.	2.6	32
26	Finnish pre-service teachers'™ and upper secondary students'™ understanding of division and reasoning strategies used. <i>Educational Studies in Mathematics</i> , 2010, 73, 247-261.	2.8	21
27	Towards a collaborative, interactionist model of teacher change. <i>Teaching and Teacher Education</i> , 2010, 26, 854-862.	3.2	50
28	Socio-emotional orientations and teacher change. <i>Educational Studies in Mathematics</i> , 2008, 67, 111-123.	2.8	40
29	Evaluating admission procedures for teacher education in Finland. <i>Teaching Mathematics and Computer Science</i> , 2008, 6, 231-243.	0.2	3
30	Mathematical biography and key rhetoric. <i>Educational Studies in Mathematics</i> , 2007, 66, 373-384.	2.8	27
31	Using narrative inquiry for investigating the becoming of a mathematics teacher. <i>ZDM - International Journal on Mathematics Education</i> , 2007, 39, 205-213.	2.2	53
32	Towards conceptualising failure in mathematics as an autobiographical experience. <i>European Journal of Teacher Education</i> , 0, , 1-18.	3.7	1