Anu Laine

List of Publications by Year
in descending order

31	275	1163117 8	940533 16
papers	citations	h-index	g-index

32	32	32	186
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Advancing video research methodology to capture the processes of social interaction and multimodality. ZDM - International Journal on Mathematics Education, 2022, 54, 433-443.	2.2	2
2	Opiskelijavalintojen yhteys itsearvioituun osaamiseen varhaiskasvatuksen opettajaksi, luokanopettajaksi ja erityisopettajaksi opiskelevilla. , 2022, 53, 259-272.		0
3	The Relation Between Teacher-Student Eye Contact and Teachersâ€™ Interpersonal Behavior During Group Work: a Multiple-Person Gaze-Tracking Case Study in Secondary Mathematics Education. Educational Psychology Review, 2021, 33, 51-67.	8.4	21
4	Primary education degree programs in Alicante, Barcelona and Helsinki: Could the differences in the mathematical knowledge of incoming students be explained by the access criteria?. Lumat, 2021, 9, .	0.5	3
5	Matematiikan parhaiden osaajien siirtyminen toiselle asteelle: koulutusvalinnat ja matematiikan osaamisen kehittyminen. Lumat, 2021, 9, .	0.5	1
6	Phases of collaborative mathematical problem solving and joint attention: a case study utilizing mobile gaze tracking. ZDM - International Journal on Mathematics Education, 2021, 53, 771-784.	2.2	8
7	Identifying childhood movement profiles and comparing differences in mathematical skills between clusters: A latent profile analysis. Journal of Sports Sciences, 2021, 39, 1-6.	2.0	2
8	Differential Effects of Virtual and Concrete Manipulatives in a Fraction Intervention on Fourth and Fifth Grade Studentsâ€™ Fraction Skills. Investigations in Mathematics Learning, 2021, 13, 323-337.	1.2	0
9	Avoimen yliopiston vÃylÃn kautta opiskelupaikan saaneiden opintomenestys. Aikuiskasvatus, 2021, 41, 249-257.	0.1	0
10	Matematiikan parhaat osaajat lukion lopussa ja heidÃn matematiikka-asenteissaan tapahtuneet muutokset. Lumat, 2021, 9, .	0.5	2
11	Impact of Teacherâ€™s Actions on Emotional Atmosphere in Mathematics Lessons in Primary School. International Journal of Science and Mathematics Education, 2020, 18, 163-181.	2.5	10
12	Big-fish-little-pond effect on achievement emotions in relation to mathematics performance and gender. International Journal of Educational Research, 2020, 104, 101692.	2.2	9
13	Achievement emotions among adolescents receiving special education support in mathematics. Learning and Individual Differences, 2020, 79, 101851.	2.7	10
14	Educatorsâ€™ perceptions of mathematically gifted students and a socially supportive learning environment â€“ A case study of a Finnish upper secondary school. Lumat, 2020, 8, .	0.5	2
15	Teacher's visual attention when scaffolding collaborative mathematical problem solving. Teaching and Teacher Education, 2019, 86, 102877.	3.2	40
16	A comparative study of variations in arithmetic fluency between Norwegian and Finnish third graders. European Journal of Special Needs Education, 2019, 34, 572-585.	3.0	1
17	Teacher-student eye contact during scaffolding collaborative mathematical problem-solving. Lumat, 2019, 7, .	0.5	6
18	Connections of Primary Teachersâ€™ Actions and Pupilsâ€™ Solutions to an Open Problem. International Journal of Science and Mathematics Education, 2018, 16, 967-983.	2.5	9

#	Article	IF	Citations
19	Teachersâ€™ influence on the quality of pupilsâ€™ written explanations â€“ Third-graders solving a simplified arithmagon task during a mathematics lesson. Lumat, 2018, 6, .	0.5	5
20	How did you solve it? â€“ Teachersâ€™ approaches to guiding mathematics problem solving. Lumat, 2018, 6, .	0.5	4
21	A Comparative Study of Finland and Chile: the Culture-Dependent Significance of the Individual and Interindividual Levels of the Mathematics-Related Affect. International Journal of Science and Mathematics Education, 2016, 14, 1093-1111.	2.5	2
22	Students assessment in 2nd grade mathematics study materials. Lumat, 2016, 4, 87-106.	0.5	0
23	CHALLENGING THE WESTERN APPROACH TO CULTURAL COMPARISONS: YOUNG PUPILSâ€™ AFFECTIVE STRUCTURES REGARDING MATHEMATICS IN FINLAND AND CHILE. International Journal of Science and Mathematics Education, 2015, 13, 1625-1648.	2.5	8
24	Emotion work and affective stance in the mathematics classroom: the case of IRE sequences in Finnish classroom interaction. Educational Studies in Mathematics, 2015, 89, 67-87.	2.8	25
25	Collective emotional atmosphere in mathematics lesson based on finnish fifth gradersâ€™ drawings. Lumat, 2015, 3, 87-100.	0.5	7
26	Development of Finnish Elementary Pupilsâ€™ Problem- Solving Skills in Mathematics. Center for Educational Policy Studies Journal, 2014, 4, 111-129.	0.3	1
27	On Teaching Problem Solving in School Mathematics. Center for Educational Policy Studies Journal, 2013, 3, 9-23.	0.3	32
28	â€œMY PERSONAL RELATIONSHIP TOWARDS MATHEMATICS HAS NECESSARILY NOT CHANGED BUT â€¦â€• ANALYZING PRESERVICE TEACHERSâ€™ MATHEMATICAL IDENTITY TALK. International Journal of Science and Mathematics Education, 2012, 10, 975-995.	2.5	21
29	Promoting Mathematical Thinking. , 2012, , 115-130.		1
30	Socio-emotional orientations and teacher change. Educational Studies in Mathematics, 2008, 67, 111-123.	2.8	40
31	Evaluating admission procedures for teacher education in Finland. Teaching Mathematics and Computer Science, 2008, 6, 231-243.	0.2	3