

Content Knowledge for Teaching

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Teachers, Teaching, and Teacher Education: Comments on the National Mathematics Advisory Panel's Report. Educational Researcher, 2008, 37, 565-572.	3.3	30
4	MENTORING URBAN INTERNS: AMALGAMATION OF EXPERIENCES IN THE FORMATION OF MATHEMATICS TEACHERS. Teacher Educator, 2009, 45, 37-53.	0.8	2
5	Meta-Representation in an Algebra I Classroom. Journal of the Learning Sciences, 2009, 18, 549-587.	2.0	8
6	The Curious "and Crucial" Case of Mathematical Knowledge for Teaching. Phi Delta Kappan, 2009, 91, 68-71.	0.4	78
8	Conceptualizing the Work of Leading Mathematical Tasks in Professional Development. Journal of Teacher Education, 2009, 60, 364-379.	2.0	85
9	Just knowing how to read isn't enough! Assessing knowledge for teaching reading. Educational Assessment, Evaluation and Accountability, 2009, 21, 137-154.	1.3	38
10	Mathematics anxiety in preservice teachers: Its relationship to their conceptual and procedural knowledge of fractions. Mathematics Education Research Journal, 2009, 21, 60-85.	0.9	35
11	Combining the Development of Practice and the Practice of Development in Teacher Education. Elementary School Journal, 2009, 109, 458-474.	0.9	307
12	Teaching Mathematics as Deliberate Practice through Public Lessons. Elementary School Journal, 2010, 110, 519-541.	0.9	35
13	Measuring Middle Grades Teachers' Understanding of Rational Numbers with the Mixture Rasch Model. Elementary School Journal, 2010, 110, 279-300.	0.9	31
14	Using GAISE and NCTM Standards as Frameworks for Teaching Probability and Statistics to Pre-Service Elementary and Middle School Mathematics Teachers. Journal of Statistics Education, 2010, 18, .	1.4	16
16	MATHEMATICS TEACHERS' CONCEPTIONS OF PROOF: IMPLICATIONS FOR EDUCATIONAL RESEARCH. International Journal of Science and Mathematics Education, 2010, 8, 1109-1129.	1.5	23
17	Analyzing and attempting to overcome prospective teachers' difficulties during problem-solving instruction. Journal of Mathematics Teacher Education, 2010, 13, 121-139.	1.0	16
18	Mathematically based and practically based explanations in the elementary school: teachers' preferences. Journal of Mathematics Teacher Education, 2010, 13, 345-369.	1.0	11
19	Videoconferencing in Math and Science Preservice Elementary Teachers' Field Placements. Journal of Science Teacher Education, 2010, 21, 241-254.	1.4	6
20	Framework of Knowledge and Teaching Skills of Expert Mathematics Teachers in Using Mathematical Examples. Procedia, Social and Behavioral Sciences, 2010, 8, 325-331.	0.5	1
21	The nature of preservice mathematics teachers' knowledge of students. Procedia, Social and Behavioral Sciences, 2010, 9, 1096-1100.	0.5	9
22	Studying teachers' mathematical argumentation in the context of refuting students' invalid claims. Journal of Mathematical Behavior, 2010, 29, 160-168.	0.5	17

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25	Special Education Teacher Quality and Preparation: Exposing Foundations, Constructing a New Model. <i>Exceptional Children</i> , 2010, 76, 357-377.	1.4	226
26	Mathematical Knowledge for Teaching and Task Unfolding: An Exploratory Study. <i>Elementary School Journal</i> , 2010, 110, 247-278.	0.9	57
27	Teachers Constructing Concepts of Mathematics for Teaching and Learning: "œlt's like the roots beneath the surface, not a bigger garden" Canadian Journal of Science, Mathematics and Technology Education, 2010, 10, 87-102.	0.6	4
28	Mathematics for teaching: A form of applied mathematics. <i>Teaching and Teacher Education</i> , 2010, 26, 161-172.	1.6	30
29	Teacher scripts in science teaching. <i>Teaching and Teacher Education</i> , 2010, 26, 1269-1279.	1.6	5
30	Mathematics for teaching matters. <i>Education As Change</i> , 2010, 14, 123-135.	0.5	4
31	Pedagogical Content Knowledge for World History Teachers: What is It? How Might Prospective Teachers Develop It?. <i>The Social Studies</i> , 2010, 102, 9-17.	0.4	22
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48	Mathematics Teachers' Reasoning About Fractions and Decimals Using Drawn Representations. <i>Mathematical Thinking and Learning</i> , 2011, 13, 198-220.	0.7	20
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58	Teachers' Specialized Knowledge for Supporting Student Comprehension in Text-Based Discussions. <i>Elementary School Journal</i> , 2011, 112, 61-82.	0.9	27
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69	Using Delphi methodology to design assessments of teachers' pedagogical content knowledge. <i>Educational Studies in Mathematics</i> , 2011, 76, 183-207.	1.8	40
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71	Using technology to explore mathematical relationships: a framework for orienting mathematics courses for prospective teachers. <i>Journal of Mathematics Teacher Education</i> , 2011, 14, 285-304.	1.0	56
72	Artefacts and utilization schemes in mathematics teacher education: place value in early childhood education. <i>Journal of Mathematics Teacher Education</i> , 2011, 14, 93-112.	1.0	18
73	Early childhood teacher education: the case of geometry. <i>Journal of Mathematics Teacher Education</i> , 2011, 14, 133-148.	1.0	138
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77	Exploring mathematical connections of prospective middle-grades teachers through card-sorting tasks. <i>Mathematics Education Research Journal</i> , 2011, 23, 297-319.	0.9	41
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82	The relevance of advanced mathematics studies to expertise in secondary school mathematics teaching: practitioners' views. <i>ZDM - International Journal on Mathematics Education</i> , 2011, 43, 941-950.	1.3	44
83	A teacher's learning process in dual design research: learning to scaffold language in a multilingual mathematics classroom. <i>ZDM - International Journal on Mathematics Education</i> , 2011, 43, 889-900.	1.3	27
84	Communicative characteristics of teachers' mathematical talk with children: from knowledge transfer to knowledge investigation. <i>ZDM - International Journal on Mathematics Education</i> , 2011, 43, 927-939.	1.3	8
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87	Mathematics teaching expertise development approaches and practices: similarities and differences between Western and Eastern countries. <i>ZDM - International Journal on Mathematics Education</i> , 2011, 43, 1007-1015.	1.3	3
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95	Lesson Study Research and Practice in Mathematics Education. , 2011, , .		55
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106	Promoting thinking, problem-solving and reasoning during small group discussions. Teachers and Teaching: Theory and Practice, 2011, 17, 73-89.	0.9	35
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108	Characterizing the Development of Specialized Mathematical Content Knowledge for Teaching in Algebraic Reasoning and Number Theory. Mathematical Thinking and Learning, 2011, 13, 292-321.	0.7	14
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110	â€œI Finally Get It!â€™: developing mathematical understanding during teacher education. International Journal of Mathematical Education in Science and Technology, 0, , 1-12.	0.8	2
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120	The Work of Steering Instruction Toward the Mathematical Point. American Educational Research Journal, 2012, 49, 935-970.	1.6	63
121	Practice-Based Professional Development for Self-Regulated Strategies Development in Writing. Journal of Teacher Education, 2012, 63, 103-119.	2.0	105

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142	MKT and curriculum materials are only part of the story: Insights from a lesson on fractions. Journal of Curriculum Studies, 2012, 44, 537-558.	1.2	17
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148	Effects of an Additional Mathematics Content Course on Elementary Teachers' Mathematical Beliefs and Knowledge for Teaching. Action in Teacher Education, 2012, 34, 336-348.	0.4	20
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153	Conceptual Devices in the Work of World Historians. Cognition and Instruction, 2012, 30, 312-358.	1.9	17
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168	Exploring relationships among teacher change and uses of contexts. Mathematics Education Research Journal, 2012, 24, 301-321.	0.9	8
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174	Developing Self-Regulation by Using Reflective Support in a Video-Digital Microteaching Environment. Education Research International, 2012, 2012, 1-10.	0.6	56
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178	Relationships between mathematical knowledge for teaching and teaching practice: the case of proof. Journal of Mathematics Teacher Education, 2012, 15, 159-180.	1.0	33

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181	Assessing elemental validity: the transfer and use of mathematical knowledge for teaching measures in Ghana. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 415-426.	1.3	11
182	A validation study of the use of mathematical knowledge for teaching measures in Ireland. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 427-441.	1.3	17
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184	Future teachers' general pedagogical knowledge from a comparative perspective: does school experience matter?. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 341-354.	1.3	31
185	To change or not to change: adapting mathematical knowledge for teaching (MKT) measures for use in Korea. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 371-385.	1.3	10
186	Analysis of psychometric properties as part of an iterative adaptation process of MKT items for use in other countries. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 387-399.	1.3	11
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198	Demonstration lessons in mathematics education: teachers'™ observation foci and intended changes in practice. <i>Mathematics Education Research Journal</i> , 2013, 25, 207-230.	0.9	10
199	Primary teachers'™ representations of division: assessing mathematical knowledge that has pedagogical potential. <i>Mathematics Education Research Journal</i> , 2013, 25, 257-278.	0.9	11
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1151	Assessment and Plagiarism. , 2019, , 414-444.		6
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1279	Exploring differences in mathematical knowledge for teaching for prospective and practicing teachers. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 255-268.	1.3	5
1280	Reflecting on the troubling relationship between teacher knowledge and instructional quality and making a case for using an animated teaching simulation to disentangle this relationship. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 219-240.	1.3	12
1281	Content Development as a Function of Content Knowledge Courses in Preservice Physical Education Teachers. <i>International Journal of Kinesiology in Higher Education</i> , 2020, 4, 41-54.	0.3	6
1282	Mathematical pedagogical content knowledge of early childhood teachers: a standardized situation-related measurement approach. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 193-205.	1.3	24
1283	Mathematics teaching efficacy and developmental trajectories: A mixed-methods investigation of novice K-5 teachers. <i>Teaching and Teacher Education</i> , 2020, 87, 102953.	1.6	14

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1285	Preservice Teachersâ€™ Exploration of Model Breaking Points. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 549-565.	1.5	3
1286	Civically minded: the types of knowledge teachers use to adapt a civics curriculum. <i>Journal of Curriculum Studies</i> , 2020, 52, 64-83.	1.2	8
1287	Family Math Night: increasing engagement in university mathematics courses for prospective teachers. <i>International Journal of Mathematical Education in Science and Technology</i> , 2020, 51, 1059-1087.	0.8	1
1288	Impact of the InferCabulary App on Vocabulary Knowledge of Fifth-Grade Students With Disabilities. <i>Journal of Special Education Technology</i> , 2020, 35, 204-224.	1.4	3
1289	Mathematical content knowledge and knowledge for teaching: exploring their distinguishability and contribution to student learning. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 579-613.	1.0	31
1290	Fraction images: the case of six and a half. <i>Research in Mathematics Education</i> , 2020, 22, 22-47.	1.0	13
1291	Fostering integrated mental models of different professional knowledge domains: instructional approaches and model-based analyses. <i>Educational Technology Research and Development</i> , 2020, 68, 905-927.	2.0	5
1292	Analyzing student teachersâ€™ use of theory in their reflections on mathematics teaching practice. <i>Mathematics Education Research Journal</i> , 2020, 32, 563-588.	0.9	4
1293	Mathematical Knowledge for Teaching Developmental Courses at the Community College: An Unexplored Terrain. <i>Community College Journal of Research and Practice</i> , 2020, 44, 563-583.	0.8	2
1294	Pre-service teachersâ€™ understanding of probabilistic fairness: analysis of decisions around task design. <i>International Journal of Mathematical Education in Science and Technology</i> , 2020, 51, 997-1019.	0.8	5
1295	Curriculumâ€based teacher professional development in middle school science: A comparison of training focused on cognitive science principles versus content knowledge. <i>Journal of Research in Science Teaching</i> , 2020, 57, 536-566.	2.0	7
1297	Tracing teachersâ€™ transformation of knowledge in social media. <i>Teaching and Teacher Education</i> , 2020, 87, 102958.	1.6	38
1298	Teacher Planning Sessions as Professional Opportunities to Learn: an Elementary Mathematics Teacherâ€™s Re-conceptualization of Instructional Triangles. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 1207-1227.	1.5	4
1299	Demonstrating Conceptual Understanding of Fraction Arithmetic: An Analysis of Pre-Service Special and General Educatorsâ€™ Visual Representations. <i>Teacher Education and Special Education</i> , 2020, 43, 314-331.	1.6	1
1300	Orchestrating Mathematical Classroom Discourse About Various Solution Methods: Case Study of a Teacherâ€™s Development. <i>Journal Fur Mathematik-Didaktik</i> , 2020, 41, 357-389.	1.0	13
1301	Pre-Service Teacherâ€™s Use of Block-Based Programming and Computational Thinking to Teach Elementary Mathematics. <i>Digital Experiences in Mathematics Education</i> , 2020, 6, 52-90.	1.0	21
1303	Profiles of middle school science teachers: Accounting for cognitive and motivational characteristics. <i>Journal of Research in Science Teaching</i> , 2020, 57, 911-942.	2.0	9

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1305	Does Teacher Learning Last? Understanding How Much Teachers Retain Their Knowledge After Professional Development. <i>Journal of Teacher Education</i> , 2020, 71, 537-550.	2.0	27
1306	A longitudinal study of novice primary school teachers'™ knowledge and quality of mathematics instruction. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 295-309.	1.3	9
1307	Characteristics of a secondary school with improved NAPLAN results. <i>Mathematics Education Research Journal</i> , 2020, 32, 387-410.	0.9	2
1308	Teachers'™ pedagogical content knowledge in teaching word problem solving strategies. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 165-178.	1.3	16
1309	An Evaluation of ULTRA; an Experimental Real Analysis Course Built on a Transformative Theoretical Model. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2020, 6, 159-185.	1.3	3
1310	Development of mathematics trainee teachers'™ knowledge while creating a MOOC. <i>International Journal of Mathematical Education in Science and Technology</i> , 2020, 51, 939-953.	0.8	7
1311	The Predictive Validity of Classroom Observations: Do Teachers'™ Framework for Teaching Scores Predict Kindergarteners'™ Achievement and Motivation?. <i>American Educational Research Journal</i> , 2020, 57, 2021-2058.	1.6	4
1312	Doing math and talking school: Professional talk as producing hybridity in teacher identity and community. <i>Linguistics and Education</i> , 2020, 55, 100766.	0.5	9
1313	Seeking Intersections: Math Degrees, Beliefs, and Elementary Teacher Knowledge. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 27-41.	0.6	4
1314	Graphical representation of functions using technology: a window to teacher knowledge. <i>Teaching Mathematics and Its Applications</i> , 2020, 39, 105-126.	0.7	4
1315	Development and validation of a survey instrument for measuring pre-service teachers'™ pedagogical content knowledge. <i>International Journal of Research and Method in Education</i> , 2020, 43, 512-525.	1.1	4
1316	Saturate, situate, synthesize: Fostering preservice teachers'™ conceptual and practical knowledge for learning to lead class discussion. <i>Teaching and Teacher Education</i> , 2020, 88, 102970.	1.6	7
1317	An exploration of in-service teachers'™ understanding of teaching mathematics in Grade R classrooms: A case study of Grade R in Lesotho University of KwaZulu-Natal, South Africa. <i>South African Journal of Childhood Education</i> , 2020, 10, .	0.2	1
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1319	The design of tasks that address applications to teaching secondary mathematics for use in undergraduate mathematics courses. <i>Journal of Mathematical Behavior</i> , 2020, 60, 100814.	0.5	14
1320	Using an Adapted Lesson Study with Early Childhood Undergraduate Students. <i>Teaching Education</i> , 2020, , 1-21.	0.9	5
1321	Simulation-based learning in the context of peer learning from the perspective of preservice teachers: a case study. <i>European Journal of Teacher Education</i> , 2022, 45, 373-394.	2.2	27

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1323	Prospective secondary mathematics teachers read Clairaut: professional knowledge and original sources. Educational Studies in Mathematics, 2020, 105, 237-259.	1.8	2
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1326	Novice teachers in a changing reality. European Journal of Teacher Education, 2020, 43, 639-656.	2.2	26
1327	Examining preservice teachers' responses to area conservation tasks. School Science and Mathematics, 2020, 120, 262-272.	0.5	3
1328	Lesson Study as a bridge between two learning contexts. International Journal for Lesson and Learning Studies, 2020, 9, 289-299.	0.6	6
1329	Análise comparativa dos modelos usados como ferramenta metodológica nas pesquisas sobre o Conhecimento Pedagógico de Conteúdo (PCK) de professores de Física no Brasil. Caderno Brasileiro De Ensino De Física, 2020, 37, 79-104.	0.0	2
1330	Prospective Teachers' Attention to Realism and Consistency with Negative Integers, Addition, and Temperature. Investigations in Mathematics Learning, 2020, 12, 226-241.	0.7	2
1331	Prospective primary school teachers' competence for analysing the difficulties in solving proportionality problem. Mathematics Education Research Journal, 2020, , 1.	0.9	9
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1333	Preservice teachers' experiences with digital formative assessment in mathematics. International Journal of Mathematical Education in Science and Technology, 2022, 53, 1751-1769.	0.8	3
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1335	Creating Realistic Mathematics Tasks Involving Authenticity, Cognitive Domains, and Openness Characteristics: A Study with Pre-Service Teachers. Sustainability, 2020, 12, 9656.	1.6	10
1336	Preservice teachers' enacted pedagogical content knowledge as a function of content knowledge in teaching elementary physical education content. Physical Education and Sport Pedagogy, 2021, 26, 649-661.	1.8	2
1337	Three professional ideals: where should teacher preparation go next?. European Journal of Teacher Education, 2020, , 1-20.	2.2	10
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1342	Community Math Stations as a Learning Opportunity for Preservice Teachers. <i>Primus</i> , 2020, , 1-19.	0.3	0
1343	Obstacles and opportunities to developing and sustaining a clinically rich STEM middle school residency program. <i>Middle School Journal</i> , 2020, 51, 19-28.	0.4	0
1344	Developing Learning Trajectories for Teacher Learning. <i>International Journal of Teacher Education and Professional Development</i> , 2020, 3, 33-46.	0.3	0
1345	Assessing teachers'™ PCK to teach computational thinking via robotic programming. <i>Interactive Learning Environments</i> , 2023, 31, 818-835.	4.4	7
1346	Empowerment in outdoor environmental education: who shapes the programs?. <i>Environmental Education Research</i> , 2020, 26, 1690-1706.	1.6	14
1347	Teachers'™ Noticing of Students'™ Slope Statements: Attending and Interpreting. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 504-520.	0.6	5
1348	PRAXIS Â® Content Knowledge for Teaching: Initial Reliability and Validity Results for Elementary Reading Language Arts and Mathematics. <i>ETS Research Report Series</i> , 2020, 2020, 1-44.	0.5	1
1349	Relations entre contexte, situation et schÃ©ma de rÃ©solution dans les problÃ©mes d'estimation. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 557-573.	0.6	7
1350	The Dominance of Blended Emotions: A Qualitative Study of Elementary Teachers'™ Emotions Related to Mathematics Teaching. <i>Frontiers in Psychology</i> , 2020, 11, 1865.	1.1	12
1351	The dimensions of prospective elementary and middle school teachers'™ problem posing for integer addition and subtraction. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 1-33.	1.0	5
1352	Can you explain AI to me? Teachers'™ pre-concepts about Artificial Intelligence. , 2020, , .		11
1353	Strategies of Pre-Service Early Childhood Teachers for Solving Multi-Digit Division Problems. <i>Sustainability</i> , 2020, 12, 10217.	1.6	0
1354	Problematic of definition and terminology affecting primary teachers'™ mathematical knowledge for teaching geometry. <i>Journal of Physics: Conference Series</i> , 2020, 1567, 022096.	0.3	1
1355	The perspective prospective professional teachers toward (specific) pedagogical content knowledge on derivative concept. <i>Journal of Physics: Conference Series</i> , 2020, 1581, 012050.	0.3	1
1356	Analysis of Students'™ Systematic Errors and Teaching Strategies for 3-Digit Multiplication. , 2020, , 159-182.		0
1357	Preliminary Evidence on Measurement Characteristics for the Foundational Assessment of Competencies for Teaching Performance Tasks. <i>ETS Research Report Series</i> , 2020, 2020, 1-50.	0.5	2

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1358	Aspirations for mathematics learning: the voice of primary mathematics middle leaders. <i>Mathematics Education Research Journal</i> , 2020, , 1.	0.9	0
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1360	Mathematics (Education) in the Information Age. <i>Mathematics in Mind</i> , 2020, , .	0.1	1
1361	Learning to Respond to Students in Discussions: Examining the Use of Planted Errors in an Approximation of Practice. <i>Journal of Teacher Education</i> , 2021, 72, 523-537.	2.0	2
1362	Analysis of secondary school mathematics teachers' pedagogical content knowledge and intended teaching in curriculum reformation. <i>Journal of Physics: Conference Series</i> , 2020, 1613, 012082.	0.3	1
1363	Unpacking Mathematics Pedagogical Content Knowledge for Elementary Number Theory: The Case of Arithmetic Word Problems. <i>Mathematics</i> , 2020, 8, 1750.	1.1	2
1364	Dynamic assessment and teachers' knowledge of children's mathematical thinking: a case study in children's mathematics. <i>Support for Learning</i> , 2020, 35, 522-541.	0.2	0
1365	Deficits in the Statistical and Probabilistic Literacy of Citizens: Effects in a World in Crisis. <i>Mathematics</i> , 2020, 8, 1872.	1.1	17
1366	Vorstellungen zur Mathematikdidaktik. <i>Studien Zur Theoretischen Und Empirischen Forschung in Der Mathematikdidaktik</i> , 2020, , .	0.0	0
1367	Online Professional Development for High School Computer Science Teachers: Features That Support an Equity-Based Professional Learning Community. <i>Computing in Science and Engineering</i> , 2020, 22, 51-59.	1.2	14
1368	Student Teachers' Knowledge in the Era of the Fourth Industrial Revolution. <i>Education and Information Technologies</i> , 2020, 25, 5149-5165.	3.5	13
1369	Teacher community for high school mathematics instruction: strengths and challenges. <i>Educational Studies in Mathematics</i> , 2020, 104, 105-125.	1.8	2
1370	The role of professional knowledge for teachers' analysing of classroom situations regarding the use of multiple representations. <i>Research in Mathematics Education</i> , 2020, 22, 117-134.	1.0	8
1371	Developing Ambitious Mathematics Instruction Through Web-Based Coaching: A Randomized Field Trial. <i>American Educational Research Journal</i> , 2020, 57, 2378-2414.	1.6	21
1372	Mathematical Knowledge for Teaching Slope: Leveraging an Intrinsic Approach. <i>Investigations in Mathematics Learning</i> , 2020, 12, 163-178.	0.7	0
1373	Impact of Children's math self-concept, math self-efficacy, math anxiety, and teacher competencies on math development. <i>Teaching and Teacher Education</i> , 2020, 94, 103096.	1.6	30
1374	Pre-service primary teachers have a say on genericism in mathematics curriculum preparation. <i>Curriculum Perspectives</i> , 2020, 40, 159-172.	0.7	0
1375	Instructional Progression and the Role of Working Models in Physical Education. <i>Quest</i> , 2020, 72, 410-429.	0.8	26

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1377	Prospective teachers'™ analysis of a mathematics lesson: examining their claims and supporting evidence. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 481-505.	1.0	2
1378	Teachers'™ understanding and use of mathematical structure. <i>Mathematics Education Research Journal</i> , 2022, 34, 215-240.	0.9	3
1379	Pre-service teachers'™ knowledge of the unitizing process in recognizing students'™ reasoning to propose teaching decisions. <i>International Journal of Mathematical Education in Science and Technology</i> , 2022, 53, 425-443.	0.8	7
1380	Exploring How Teachers Diagnose Student Conceptions about the Cycle of Matter. <i>Sustainability</i> , 2020, 12, 4184.	1.6	7
1381	Implementing 360 Video to Increase Immersion, Perceptual Capacity, and Teacher Noticing. <i>TechTrends</i> , 2020, 64, 849-859.	1.4	32
1382	Growth of pedagogical content knowledge and "understanding mathematics in depth"™: conceptions of pre-service teachers. <i>Teacher Development</i> , 2020, 24, 165-183.	0.4	1
1383	Elementary Mathematics Curriculum Materials. <i>Research in Mathematics Education</i> , 2020, , .	0.1	10
1384	A heuristic approach to assess change in mathematical knowledge for teaching geometry after a practice-based professional learning intervention. <i>Research in Mathematics Education</i> , 2020, 22, 188-208.	1.0	4
1386	Important for All: Positioning English Language Learners in Mathematics Professional Development. <i>Teacher Educator</i> , 2020, 55, 107-128.	0.8	1
1387	Re-thinking pedagogical content knowledge for physical education teachers " implications for physical education teacher education. <i>Physical Education and Sport Pedagogy</i> , 2020, 25, 451-463.	1.8	36
1388	Task Adaptations as a Function of Content Knowledge: A Functional Analysis. <i>Research Quarterly for Exercise and Sport</i> , 2020, 91, 539-550.	0.8	14
1389	The Application of a Logic Model for Planning a Professional Development Workshop for Physical Education Teachers. <i>International Journal of Kinesiology in Higher Education</i> , 2020, 4, 141-148.	0.3	0
1390	A Framework for Explaining Teachers'™ Diagnostic Judgements by Cognitive Modeling (DiaCoM). <i>Teaching and Teacher Education</i> , 2020, 91, 103059.	1.6	65
1391	Breaking with tradition: An investigation of an alternative instructional sequence designed to improve prospective teachers'™ noticing skills. <i>Teaching and Teacher Education</i> , 2020, 92, 103073.	1.6	12
1392	On the instructional model of a blended learning program for developing mathematical knowledge for teaching. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 877-891.	1.3	11
1393	The effect of a content knowledge teacher professional workshop on enacted pedagogical content knowledge and student learning in a throwing unit. <i>Physical Education and Sport Pedagogy</i> , 2020, 25, 493-508.	1.8	23
1394	Revising Grammar Instruction through Collaborative Lesson Study: A New Apprenticeship of Observation. <i>Literacy Research and Instruction</i> , 2020, 59, 95-120.	0.6	8

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1396	Examining the influence of van Hiele theory-based instructional activities on elementary preservice teachers' geometry knowledge for teaching 2-D shapes. <i>Teaching and Teacher Education</i> , 2020, 91, 103038.	1.6	13
1397	Towards a culturally embedded Financial Mathematics PCK framework. <i>Research in Mathematics Education</i> , 2020, 22, 98-116.	1.0	4
1398	Examining the mathematical content knowledge of pre-service primary teachers at the highest primary school level in Hong Kong. <i>Teacher Development</i> , 2020, 24, 315-332.	0.4	1
1399	Who participates in which type of teacher professional development? Identifying and describing clusters of teachers. <i>Teacher Development</i> , 2020, 24, 293-314.	0.4	3
1400	Heading toward Equality: Preservice Teachers' Interventions to Change Students' Conceptions of the Equal Sign. <i>Investigations in Mathematics Learning</i> , 2020, 12, 208-225.	0.7	0
1401	The school-university intersection as a professional learning arena: evaluation of a two-year action research project. <i>Teacher Development</i> , 2020, 24, 366-383.	0.4	3
1402	Evidence-Based Practices for Developing In-Depth Content Knowledge of Physical Education Teachers. <i>International Journal of Kinesiology in Higher Education</i> , 2020, , 1-14.	0.3	4
1403	Adaptive teaching in mathematics: a review of the literature. <i>Educational Review</i> , 2022, 74, 298-320.	2.2	17
1404	Exploring kindergarten teachers' pedagogical content knowledge in the development of play-based learning. <i>Journal of Education for Teaching</i> , 2020, 46, 244-247.	1.1	6
1405	The practice of licensure, the licensure of practice. <i>Phi Delta Kappan</i> , 2020, 101, 19-23.	0.4	5
1406	Mathematics teachers' interpretative knowledge of students' errors and non-standard reasoning. <i>Research in Mathematics Education</i> , 2020, 22, 154-167.	1.0	6
1407	How to develop PCK ability for prospective mathematics teachers? The case of lesson study-based field experience practice. <i>Journal of Physics: Conference Series</i> , 2020, 1422, 012006.	0.3	1
1408	Professional development that improves STEM outcomes. <i>Phi Delta Kappan</i> , 2020, 101, 50-56.	0.4	10
1409	Relationship between pre-service mathematics teachers' knowledge, beliefs and instructional practices in China. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 281-294.	1.3	53
1411	Exploring the affordances of Bayesian networks for modeling usable knowledge and knowledge use in teaching. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 207-218.	1.3	3
1412	Expertise in developing students' expertise in mathematics: Bridging teachers' professional knowledge and instructional quality. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 179-192.	1.3	20
1413	The Impact of High School Life Science Teachers' Subject Matter Knowledge and Knowledge of Student Misconceptions on Students' Learning. <i>CBE Life Sciences Education</i> , 2020, 19, ar9.	1.1	9

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1414	Preservice Preschool Teachersâ€™ Pedagogical Content Knowledge on Geometric Shapes in Terms of Childrenâ€™s Mistakes. <i>Journal of Research in Childhood Education</i> , 2020, 34, 385-405.	0.6	3
1415	Profiles of mathematics teachersâ€™ competence and their relation to instructional quality. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 329-342.	1.3	37
1416	Revisiting purpose and conceptualisation in the design of assessments of mathematics teachersâ€™ knowledge. <i>Research in Mathematics Education</i> , 2020, 22, 209-224.	1.0	1
1417	Teaching programming and mathematics in practice: A case study from a Swedish primary school. <i>Policy Futures in Education</i> , 2020, 18, 483-496.	1.2	10
1418	What Preservice Teachers Say and Do When Deciphering Studentsâ€™ Multiple Solution Strategies. <i>Elementary School Journal</i> , 2020, 120, 373-398.	0.9	0
1419	Designing a national blended learning program for â€œout-of-fieldâ€ mathematics teacher professional development. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 893-905.	1.3	20
1420	Developing Assessments of Content Knowledge for Teaching Using Evidence-centered Design. <i>Educational Assessment</i> , 2020, 25, 91-111.	0.6	11
1421	(Re)asserting a knowledge-building agenda in school mathematics. <i>Mathematics Education Research Journal</i> , 2020, , 1.	0.9	3
1422	Exploring teachersâ€™ relational dispositions through reflective noticing. <i>International Journal of Educational Research</i> , 2020, 100, 101540.	1.2	2
1424	Reimagining Authentic Mathematical Tasks for Non-STEM Majors. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 205-217.	0.6	7
1425	Reframing the Responsiveness Challenge: A Framing-Anchored Explanatory Framework to Account for Irregularity in Novice Teachersâ€™ Attention and Responsiveness to Student Thinking. <i>Cognition and Instruction</i> , 2020, 38, 116-152.	1.9	18
1426	Bifurcating Worlds? A Systematic Review of How Visual and Language Data Are Combined to Study Teachers and Their Teaching. <i>Review of Research in Education</i> , 2020, 44, 370-402.	0.8	3
1427	Beliefs and practices of secondary teachers crossing subject boundaries to teach mathematics out-of-field. <i>Mathematics Education Research Journal</i> , 2020, 33, 589.	0.9	4
1428	Competence as a continuum in the COACTIV study: the â€œcascade modelâ€. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 311-327.	1.3	35
1429	The use of cross multiplication and other malâ€ rules in fraction operations by pre-service teachers. <i>Journal of Mathematical Behavior</i> , 2020, 58, 100781.	0.5	2
1430	The long term impact of a coherence based model for mathematics intervention. <i>School Science and Mathematics</i> , 2020, 120, 220-231.	0.5	0
1431	Mathematical Knowledge for Teaching: How do Primary Pre-service Teachers in Malawi Understand it?. <i>African Journal of Research in Mathematics, Science and Technology Education</i> , 2020, 24, 31-40.	0.2	1
1432	Development and validation of a test instrument to measure pre-service mathematics teachersâ€™ content knowledge and pedagogical content knowledge. <i>Journal of Physics: Conference Series</i> , 2020, 1470, 012008.	0.3	1

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1433	Prospective Elementary Mathematics Specialistsâ€™ developing instructional practices: support and mentorship during an authentic residency. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 309-330.	1.0	6
1434	Perceptions on Curriculum Implementation: A Case for Rural Zimbabwean Early Childhood Development Teachers as Agents of Change. <i>Journal of Research in Childhood Education</i> , 2021, 35, 399-416.	0.6	6
1435	Factors supporting and inhibiting teachersâ€™ use of manipulatives around the primary to post-primary education transition. <i>International Journal of Mathematical Education in Science and Technology</i> , 2021, 52, 1006-1028.	0.8	2
1436	Prospective primary teachersâ€™ shift in locus of control and pedagogy focus. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 361-373.	1.0	0
1437	Relationship Between Chinese Mathematics Teachersâ€™ Knowledge and Their Professional Noticing. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 815-837.	1.5	31
1438	The Potential Relationship Between Clinical Interview Skills and Mathematics Teacher Noticing: an Exploratory Study. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 793-814.	1.5	4
1439	Raising the Power of Curriculum-Based Measurement Tools in Preservice Training. <i>Teacher Education and Special Education</i> , 2021, 44, 78-92.	1.6	1
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1441	Prospective Early Childhood and Elementary School Mathematics Teachersâ€™ Concept Images and Concept Definitions of Triangles. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 1057-1078.	1.5	12
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1526	Micro-analysis of noticing: a lens on prospective teachers's™ trajectories of learning to notice. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 215-230.	1.3	7
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1583	Trajetiria hipottica de aprendizagem como recurso para a formao de professores. <i>Zetetike</i> , 0, 29, e021013.	0.1	0
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1599	Ortaokul Matematik Ãretmenlerinin Ãrençi Kavram YanÄlgÄlarÄnÄn Giderilmesine YÄnelik ÄzÄzÄ¼m Änerilerinin FarklÄ DeÄiÄkenlere GÄre Äncelenmesi. <i>Artvin Ätoruh Äcniversitesi Uluslararası Sosyal Bilimler Dergisi</i> , 0, , .		0
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1602	Integrating or Not-IntegratingâœThat is the Question. Effects of Integrated Instruction on the Development of Pre-Service Biology Teachersâ€™ Professional Knowledge. <i>Frontiers in Education</i> , 2021, 6, .	1.2	0
1603	The Effect of an Elective Algebra Teaching Course on Prospective Mathematics Teachersâ€™ Pedagogical Content Knowledge. <i>International Electronic Journal of Mathematics Education</i> , 2021, 16, em0636.	0.3	8

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1605	Desenvolvimento dos Modelos de Conhecimento Especializado de professores de Biologia, Física e Química. <i>Revista multidisciplinar Com</i> , 2021, 3, 33-53.	0.1	0
1606	A abordagem da comutatividade da multiplicação na Educação Básica. <i>Revista De Ensino De Ciências E Matemática</i> , 2021, 12, 1-25.	0.0	0
1607	O dispositivo da especificidade matemática e a produção do sujeito-professor(a)-de-matemática. <i>Zetetike</i> , 0, 29, e021011.	0.1	0
1608	Türkiye'de Mesleki ve Teknik Eğitimde Hizmet İşi Öğretmen Eğitimine Yıllık Öğretmen Geçirilen Öğrencinin Değerlendirilmesi. <i>Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi</i> , 0, , .	0.3	1
1610	Examining Preservice Teachers' Familiarity and Experiences with Mathematical Modeling Practices. <i>Investigations in Mathematics Learning</i> , 2021, 13, 214-229.	0.7	2
1611	Coaching to develop teacher professional noticing: planning with students and mathematics in mind. <i>International Journal of Mentoring and Coaching in Education</i> , 2021, 10, 339-354.	0.7	1
1612	Conhecimentos compartilhados por professores e futuros professores na elaboração e análise colaborativa de situações aditivas. <i>Boletim Cearense De Educação E História Da Matemática</i> , 2021, 8, 1028-1043.	0.0	0
1613	Inspiring or confusing – a study of Finnish teachers' relation to teaching programming. <i>Lumat</i> , 2021, 9, .	0.2	5
1614	Evaluating Turkish preschool teachers' knowledge of early mathematical development. <i>Early Years</i> , 0, , 1-15.	0.6	0
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1619	Mathematics Teacher Education in Turkey through the Lens of International TEDS-M Study. <i>REDIMAT: Journal of Research in Mathematics Education</i> , 2021, 10, 152.	0.2	1
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1638	Exploring Teachers' Pedagogical Content Knowledge of Teaching Fractions. <i>Investigations in Mathematics Learning</i> , 2021, 13, 230-248.	0.7	1
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1640	Special educators� knowledge of student mathematical thinking. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 581-598.	1.0	4

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1645	Using scripting tasks to reveal mathematics teacher candidates' resources for responding to student errors. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 507-531.	1.0	5
1646	Using Dynamic Geometry Software to Enhance Specialized Content Knowledge: Pre-Service Mathematics Teachers' Perceptions. <i>International Electronic Journal of Mathematics Education</i> , 2021, 16, em0647.	0.3	8
1647	Experimental Impacts of Learning Trajectory-Oriented Formative Assessment on Student Problem-Solving Accuracy and Strategy Sophistication. <i>Journal for Research in Mathematics Education</i> , 2021, 52, 444-475.	1.0	4
1648	SINIF RETMEN ADAYLARININ, ÖÇÜKLARIN ARÖMETEK ÖZLEMLERLE ÖLGÖLÖ HATALARINI TEZHÖS ETME DURUMLARINI ÖDERÖLMESÖNE YÖNELÖK ÖZÖZÖM ÖNERÖLERÖ. <i>Uluslararası Sosyal Bilimler Akademi Dergisi</i> , 2021, ,1440-1465.	0.1	0
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1655	Preparing Students for the Fourth Industrial Revolution through Mathematical Learning. <i>Journal of Educational Research in Mathematics</i> , 2021, 31, 321-356.	0.2	3
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1666	Os Encontros Tem�ticos da Licenciatura em Matem�tica da UNIRIO como Espa�o de (Auto)Forma�o de Formadores de Professores. <i>RIPEM Revista Internacional De Pesquisa Em Educa�o Matem�tica</i> , 2021, 11, 57-75.	0.0	0
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1671	Conceptualizing STEM teacher professional knowledge for teaching ELs: Initial impact of subject matter and disciplinary literacy PD on content knowledge and practice. <i>Bilingual Research Journal</i> , 0, , 1-25.	1.0	5
1672	Caract�risation du discours math�matique pour l'enseignement associ� au raisonnement math�matique d'enseignantes du primaire au Qu�bec: une exploration. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 0, , 1.	0.6	2
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1678	O conhecimento matemático para o ensino de inequações: um estudo com professores. Revista Educar Mais, 2021, 5, 1183-1202.	0.1	0
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1687	Investigating the Impact of a Mathematics Enhancement Programme on Jamaican Students' Attainment. Education Sciences, 2021, 11, 516.	1.4	0
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1691	Examining the Contribution of a Professional Development Program to Elementary Classroom Teachers' Content Knowledge and Student Achievement: The Case of Basketball. Journal of Teaching in Physical Education, 2021, 40, 577-588.	0.9	8
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1701	How Teachers Deal with Students's Mathematical Reasoning When Promoting Whole-Class Discussion During the Teaching of Algebra. , 2021, , 239-264.		0
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1715	Global Mindset Initiative Paper 1: Growth Mindset Cultures and Teacher Practices. SSRN Electronic Journal, 0, , .	0.4	10
1716	Modelos de Formação de Professores e Conhecimento Profissional. Educacao and Realidade, 2021, 46, .	0.2	0

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1721	Teacher Expertise Explored as Mathematics for Teaching. , 2011, , 151-164.		1
1722	A Review on Problem Posing in Teacher Education. , 2015, , 469-492.		13
1723	Preservice Teacher Education and Response to Intervention Within Multi-Tiered Systems of Support: What Can We Learn from Research and Practice?. , 2016, , 143-163.		3
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1732	Examining Design Transparency in Elementary Mathematics Curriculum Materials. Research in Mathematics Education, 2020, , 227-256.	0.1	1
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1735	Mathematical Knowledge for Teaching and its Specificity to High School Geometry Instruction. , 2014, , 23-45.		36
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1741	Research on Teaching and Learning Probability. ICME-13 Topical Surveys, 2016, , 1-33.	1.6	23
1742	Following a Teacher's Mathematical and Scientific Noticing Across Career Progression from Field Experiences to Classroom Teaching. , 2017, , 161-181.		6
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1750	Developing Prospective Teachers' Ability to Diagnose Evidence of Student Thinking: Replicating a Classroom Intervention. , 2018, , 223-240.		3
1751	Competences of Mathematics Teachers in Diagnosing Teaching Situations and Offering Feedback to Students: Specificity, Consistency and Reification of Pedagogical and Mathematical Discourses. , 2018, , 55-78.		10
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1753	Factors Influencing the Accuracy of Diagnostic Judgments. , 2018, , 95-108.		3
1754	Diagnostic Competences of Mathematics Teachers with a View to Processes and Knowledge Resources. , 2018, , 109-127.		18
1755	Revealing and Promoting Pre-service Teachers' Diagnostic Strategies in Mathematical Interviews with First-Graders. , 2018, , 129-148.		6
1756	Teacher Cognition of Engaging Children in Scientific Practices. Innovations in Science Education and Technology, 2018, , 9-32.	0.1	15
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1760	Designing Simulations to Learn About Pre-service Teachers' Capabilities with Eliciting and Interpreting Student Thinking. ICME-13 Monographs, 2018, , 125-140.	1.0	3
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1763	Examining Teachers' Interactions with Curriculum Resource to Uncover Pedagogical Design Capacity. ICME-13 Monographs, 2018, , 69-88.	1.0	16
1764	Teachers' Selection of Resources in an Era of Plenty: An Interview Study with Secondary Mathematics Teachers in England. ICME-13 Monographs, 2018, , 119-144.	1.0	14
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1768	The Mathematical Education of Secondary Teachers. , 2018, , 409-450.		6
1770	Evaluation of PCK in STEM Residency Programs: Challenges and Opportunities. Advances in STEM Education, 2018, , 157-173.	0.5	2
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1781	Building Mathematical Knowledge in Teaching by Means of Theorised Tools. , 2011, , 273-287.		3
1783	Conceptualising Mathematical Knowledge in Teaching. , 2011, , 83-96.		25
1784	The Cultural Location of Teachersâ€™ Mathematical Knowledge: Another Hidden Variable in Mathematics Education Research?. , 2011, , 99-118.		13
1785	How Educational Systems and Cultures Mediate Teacher Knowledge: â€˜Listeningâ€™ in English, French and German Classrooms. , 2011, , 119-137.		4
1787	Response to Part II: Emerging Issues from Lesson Study Approaches in Prospective Mathematics Teacher Education. , 2011, , 127-132.		9
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1903	Investigating the Effect of Origami Instruction on Preservice Teachers's Spatial Ability and Geometric Knowledge for Teaching. International Journal of Education in Mathematics, Science and Technology, 2016, 4, 198.	0.4	14
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1924	Conhecimentos docentes e o Modelo Didático da Matemática em Contexto: reflexões iniciais. Educaçãe Matemática Debate, 2018, 2, 116-135.	0.2	2
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1927	Instrumentos consistentes para la enseñanza de fracciones en 4º grado. Revista Electronica De Investigacion Educativa, 2018, 20, 48.	0.4	2
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1935	The TELA: A New Tool for Assessing Educator Environmental Literacy. <i>Interdisciplinary Journal of Environmental and Science Education</i> , 2019, 15, .	0.4	10
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1938	STEM Pedagogical Content Knowledge Scale (STEMPCK): A Validity and Reliability Study. , 0, , .		7
1939	Evaluating Pre-Service Teachers' Design of Mathematical Modelling Tasks. <i>International Journal of Innovation in Science and Mathematics Education</i> , 2020, 28, .	0.1	2
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1945	Teaching Mathematics at Distance: A Challenge for Universities. <i>Education Sciences</i> , 2021, 11, 1.	1.4	86
1946	Construcci3n de conocimiento y desarrollo de una mirada profesional para la prÃ¡ctica de enseÃ±ar matemÃ¡ticas en entornos en lÃnea. <i>Avances De Investigacion En Educacion Matematica</i> , 2021, , 53-70.	0.5	13
1948	Supporting Mathematical Communication through Technology. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2013, , 23-37.	0.2	7
1949	Mathematics Education Technology Professional Development. <i>Advances in Higher Education and Professional Development Book Series</i> , 2016, , 107-136.	0.1	4
1950	The Influence of Professional Development on Primary Teachers' TPACK and Use of Formative Assessment. <i>Advances in Higher Education and Professional Development Book Series</i> , 2016, , 382-405.	0.1	3

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1952	Affordances of a Cyclical and Content-Specific Model of Collaborative Mentoring. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 117-141.	0.1	2
1953	Integrating Mathematics and Science Methods Classes With an Afterschool STEM Club. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 420-450.	0.1	1
1954	Developing Teacher Leaders Through Self-Study. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 635-658.	0.1	3
1955	Teachers' Knowledge, Beliefs, and Perceptions About Mathematics Teaching. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2019, , 1-23.	0.2	2
1956	Digital Tools for Accelerating Preservice Teacher Effectiveness. , 0, , 926-955.		2
1957	Micro-Case Videos. <i>Advances in Higher Education and Professional Development Book Series</i> , 2020, , 310-331.	0.1	2
1958	Using conversions and treatments to understand studentsâ€™ engagement with problems based on the normal distribution curve. <i>Pythagoras</i> , 2012, 33, .	0.1	3
1959	Ameliorating Pedagogical Competencies in Mathematics for Secondary School Teachers. <i>Creative Education</i> , 2013, 04, 194-195.	0.2	1
1960	How Student Teachers Use Proportional Number Line to Teach Multiplication and Division of Fraction: Professional Learning in Context of Lesson Study and Open Approach. <i>Creative Education</i> , 2013, 04, 19-24.	0.2	1
1961	Mathematical Content Understanding for Teaching: A Study of Undergraduate STEM Majors. <i>Creative Education</i> , 2015, 06, 998-1031.	0.2	5
1962	Towards Answering, <i>What Do We Know about Elementary Pre-Service Teachersâ€™ Noticing Skills in Science</i>? A Pre-Requisite to Prepare Them to Teach Responsively in Science Classrooms. <i>Creative Education</i> , 2019, 10, 332-352.	0.2	1
1963	Future Language Teachers as Experts in the Subject: Developing Cultural Content Knowledge in Teacher Education. <i>Journal of Language Teaching and Research</i> , 2014, 5, .	0.1	1
1964	First additional language teaching in selected grade 4 â€“ 6 classes in Western Cape urban schools: The case of Afrikaans. <i>Journal for Language Teaching</i> , 2016, 50, 103.	0.2	1
1965	Developing a Construct Map for Teacher Attentiveness. , 2019, , 152-178.		1
1966	Preservice Agricultural Education Teachers' Experiences in and Anticipation of Content Knowledge Preparation. <i>Journal of Agricultural Education</i> , 2015, 56, 90-104.	0.1	4
1967	The Relationships between Agriculture Knowledge Bases for Teaching and Sources of Knowledge. <i>Journal of Agricultural Education</i> , 2015, 56, 153-168.	0.1	2
1968	Agriculture Teachersâ€™ Integrated Belief Systems and its Influence on their Pedagogical Content Knowledge. <i>Journal of Agricultural Education</i> , 2018, 59, 21-69.	0.1	3

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1969	Developing a model of pedagogical content knowledge for secondary and post-secondary mathematics instruction. <i>Dialogic Pedagogy</i> , 0, 2, .	0.0	9
1970	An Emerging Model of Knowledge for Youth Development Professionals. <i>Journal of Youth Development</i> , 2012, 7, 35-55.	0.1	4
1971	Strengthening pre-service teachers' mathematical content knowledge. <i>Journal of University Teaching and Learning Practice</i> , 2015, 12, 50-64.	0.6	8
1972	Perfiles del futuro profesorado de matemáticas a partir de sus competencias profesionales. <i>Enseñanza De Las Ciencias</i> , 2020, 38, 141-161.	0.6	4
1973	Pharmacy Educator Motives to Pursue Pedagogical Knowledge. <i>American Journal of Pharmaceutical Education</i> , 2016, 80, 132.	0.7	6
1974	Mathematical Knowledge for Teaching in Planning and Evaluating Instruction: What Can Preservice Teachers Learn?. <i>Journal for Research in Mathematics Education</i> , 2009, 40, 491-529.	1.0	117
1975	Knowledge Needed by a Teacher to Provide Analytic Scaffolding During Undergraduate Mathematics Classroom Discussions. <i>Journal for Research in Mathematics Education</i> , 2009, 40, 530-562.	1.0	90
1976	Measuring the Effects of Professional Development on Teacher Knowledge: The Case of Developing Mathematical Ideas. <i>Journal for Research in Mathematics Education</i> , 2010, 41, 479-512.	1.0	63
1977	The Nature and Predictors of Elementary Teachers' Mathematical Knowledge for Teaching. <i>Journal for Research in Mathematics Education</i> , 2010, 41, 513-545.	1.0	98
1978	Research Commentary: Curricular Noticing: A Framework to Describe Teachers' Interactions With Curriculum Materials. <i>Journal for Research in Mathematics Education</i> , 2018, 49, 521-532.	1.0	42
1979	Relationships Between Opportunity to Learn Mathematics in Teacher Preparation and Graduates' Knowledge for Teaching Mathematics. <i>Journal for Research in Mathematics Education</i> , 2019, 50, 23-50.	1.0	7
1980	Surveying Middle-Grades Teachers' Reasoning About Fraction Arithmetic in Terms of Measured Quantities. <i>Journal for Research in Mathematics Education</i> , 2019, 50, 156-209.	1.0	19
1981	Assessing Prospective Teachers' Analysis of Teaching: How Well Can They Link Teaching and Learning?. <i>Mathematics Teacher Educator</i> , 2018, 7, 34-49.	0.2	1
1982	Disciplinary differences between cognitive psychology and mathematics education: A developmental disconnection syndrome. Reflections on 'Challenges in Mathematical Cognition' by Alcock et al. (2016). <i>Journal of Numerical Cognition</i> , 2016, 2, 42-47.	0.6	6
1983	Addressing Competency Gaps for Vocational Instructor through Competency Modelling. <i>International Journal of Academic Research in Business and Social Sciences</i> , 2017, 7, .	0.0	6
1984	Exploring the 21st Century Teaching and Learning Practice among Mathematics Secondary School Teachers. <i>International Journal of Academic Research in Progressive Education and Development</i> , 2019, 8, .	0.0	3
1985	PROBLEM SOLVING IN SCHOOL MATHEMATICS BASED ON HEURISTIC STRATEGIES. <i>Journal on Efficiency and Responsibility in Education and Science</i> , 2014, 7, 1-6.	0.4	12
1986	Exploring Preservice Teachers' Computational and Representational Knowledge of Content and Teaching Fractions. <i>Research in Mathematical Education</i> , 2013, 17, 221-241.	0.2	9

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1987	A study on pre-service mathematics teachers' MKT. Communications of Mathematical Education, 2016, 30, 101-120.	0.1	1
1988	An analysis of Mathematical Knowledge for Teaching of statistical estimation. The Mathematical Education, 2016, 55, 317-334.	0.0	1
1989	10.7575/aiac.ijalel.v.3n.2p.112. International Journal of Applied Linguistics and English Literature, 2014, 3, 112-130.	0.1	2
1990	Getting to Sesame Street? Fifty Years of Federal Compensatory Education. Rsf, 2015, 1, 96.	0.6	1
1991	Refining an Instrument and Studying Elementary Teachers'™ Understanding of the Scope of Engineering. Journal of Pre-College Engineering Education Research, 2019, 9, .	0.3	7
1992	Does the body count as evidence? Exploring the embodied pedagogical content knowledge concerning rhythm skills of a Dutch specialist preschool music teacher. International Journal of Music in Early Childhood, 2021, 16, 89-103.	0.4	1
1993	Conhecimento especializado do professor que ensina matemática relativo ao tópico de divisão. Zetetike, 0, 29, e021020.	0.1	0
1994	Conhecimento especializado de licenciandos em matemática no contexto de práticas formativas para inclusão. Zetetike, 0, 29, e021019.	0.1	0
1995	Early childhood teachers'™ specialised knowledge to promote algebraic thinking as from a task of additive decomposition (El conocimiento especializado del profesor de educación infantil para la promoción de la comprensión de la descomposición aditiva en la tarea de la composición aditiva). Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50.5 Aprendizaje, 2022, 45, 37-80.	0.5	3
1996	The Durability and Invisibility of Practice Fields: Insights from Math Teachers Doing Math. Cognition and Instruction, 0, , 1-28.	1.9	1
1997	What problem-solving knowledge is required in mathematical teaching? A curricular approach. Curriculum Perspectives, 0, , 1.	0.7	1
1998	The Singapore Modeling Method: Possibilities for Improving Elementary Teacher Mathematics Preparation. Primus, 0, , 1-1.	0.3	0
1999	Exploring Pre-service Pre-primary EFL Teacher Beliefs about Teaching English to Very Young Learners: A Macau Case Study. SAGE Open, 2021, 11, 215824402110529.	0.8	4
2000	The community mathematics project: Using a parent tutoring program to develop sense-making skills in novice mathematics educators. Mathematics Education Research Journal, 0, , 1.	0.9	2
2001	Teachers'™ Mathematics Knowledge for Teaching Early Algebra: A Systematic Review from the MKT Perspective. Mathematics, 2021, 9, 2590.	1.1	12
2002	Getting KnERDI with Language: Examining Teachers'™ Knowledge for Enhancing Reading Development in Code-Based and Meaning-Based Domains. Reading Research Quarterly, 0, , .	1.8	2
2003	Leveraging prospective teachers'™ knowledge through their participation in lesson study. Journal of Mathematics Teacher Education, 2023, 26, 79-102.	1.0	6
2004	Prospective Mathematics Teachers Understanding of Classical and Frequentist Probability. Mathematics, 2021, 9, 2526.	1.1	1

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2005	Subject matter specific curriculum integration: a quantitative study of finnish student teachersâ€™™ integrative content knowledge. <i>Journal of Education for Teaching</i> , 2022, 48, 228-240.	1.1	1
2006	Interconnections between Content Knowledge and Pedagogical Content Knowledge of a University Lecturer in Linear Algebra. <i>Mathematics</i> , 2021, 9, 2542.	1.1	2
2007	Conceptualizing Curricular Reasoning: A Framework for Examining Mathematics Teachersâ€™™ Curricular Decisions. <i>Investigations in Mathematics Learning</i> , 2021, 13, 267-286.	0.7	2
2008	Analysing Probability Teaching Practices in Primary Education: What Tasks Do Teachers Implement?. <i>Mathematics</i> , 2021, 9, 2493.	1.1	2
2009	How Do Preservice Chemistry Teachers Rate Tasks Following the Construct of School-Related Content Knowledge in a Concept-Orientated Course on Organic Chemistry?. <i>Journal of Chemical Education</i> , 0, , .	1.1	4
2010	Characteristics of Statistical Investigations Tasks Created by Preservice Teachers. <i>Investigations in Mathematics Learning</i> , 0, , 1-20.	0.7	2
2011	CONHECIMENTOS ESPECIALIZADOS MOBILIZADOS EM UMA AULA PRÁTICA DE BIOLOGIA SOBRE CITOLOGIA VEGETAL. <i>Revista REAMEC</i> , 2021, 9, e21080.	0.0	0
2012	The Framework for Analyzing Video in Science Teacher Education (FAVSTE). <i>Journal of Science Teacher Education</i> , 2022, 33, 621-640.	1.4	3
2013	Mathematics Assessment Practices of Primary School Teachers in France. <i>International Journal of Science and Mathematics Education</i> , 0, , 1.	1.5	0
2014	The Mathematical Knowledge for Teaching Model as a Pedagogical Framework for Clinical Nursing Educators. <i>Nurse Educator</i> , 2022, 47, E46-E50.	0.6	1
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2018	The Social Production of Mathematics for Teaching. , 2008, , 193-221.		2
2020	Teachersâ€™™ Influence on Integration of Tools into Mathematics Teaching. <i>Australian Journal of Teacher Education</i> , 2010, 35, .	0.4	0
2021	What Mathematics Do High School Teachers Need to Know?. <i>The Mathematics Teacher</i> , 2010, 103, 418-423.	0.1	3
2023	Lesson Study: A Case of the Investigations Mathematics Curriculum with Practicing Teachers at Fifth Grade. , 2011, , 221-233.		2
2024	Facebook and Teacher Knowledge Development: An Examination of How Teachers Are Using Facebook Groups to Support their Knowledge Development. <i>Teaching and Learning</i> , 2011, 6, .	0.2	1
2025	A study of Mathematics Teacher's PCK with Respect to Students' Misconceptions and Errors. <i>Journal of Research in Curriculum Instruction</i> , 2011, 15, 223-242.	0.0	1
2026	Professional Knowledge Matters in Mathematics Teaching. , 2011, , .		0

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2027	Mathematical Knowledge for Teaching (MKT) in Differentiation at the High School Level. Journal of Research in Curriculum Instruction, 2011, 15, 391-414.	0.0	0
2028	Revisi3n epistemol3gica a la did3ctica de la geograf3a. Contribuci3n curricular y metodol3gica. Anekumene, 2011, , 22-36.	0.0	0
2029	A Review of Teachers' Pedagogical Content Knowledge and Subject Matter Knowledge for Teaching Earth System Concepts. Journal of the Korean Earth Science Society, 2011, 32, 494-503.	0.0	3
2030	Equity, Mathematics Reform and Policy: The Dilemma of "Opportunity to Learn"™. , 2012, , 195-204.		1
2031	GRADUATE TEACHING ASSISTANTS™ STATISTICAL CONTENT KNOWLEDGE OF SAMPLING. Statistics Education Research Journal, 2021, 10, 48-74.	0.5	11
2032	Voornemende Wiskunde-onderwysers se metakognitiewe vaardighede tydens lesstudie in mikro-onderdig (MLS). South African Journal of Science and Technology, 2011, 30, .	0.1	0
2033	Commentary on the Chapter by Marjorie Montague and Asha Jitendra, "Research-Based Mathematics Instruction for Students with Learning Disabilities". Advances in Mathematics Education, 2012, , 507-513.	0.2	0
2034	Authentische Begegnungen von angehenden Grundschullehrkr3ften mit der Fachwissenschaft " am Beispiel "Theorie und Anwendung von Graphen". , 2012, , 207-219.		1
2035	The Professional Education And Development Of Prospective Teachers Of Mathematics. , 2012, , 291-312.		5
2036	A Model for Examining the Criteria Used by Pre-Service Elementary Teachers in Their Evaluation of Technology for Mathematics Teaching. , 2012, , 200-227.		2
2038	A Comprehensive Framework for Teacher Knowledge (CFTK). , 2012, , 59-102.		0
2039	Principles of Effective Pedagogy within the Context of Connected Classroom Technology. , 2012, , 176-199.		2
2040	Buenas pr3cticas en la Universidad de Huelva: El conocimiento profesional en la acci3n del profesor de "Matem3ticas y su Did3ctica". Revista De Docencia Universitaria, 2012, 10, 177.	0.1	2
2041	Mathematics Teacher's Perspective on Good Teaching and Teacher Professional Development - Difference in school level and career -. The Mathematical Education, 2012, 51, 173-189.	0.0	2
2042	An analysis on the curriculum and teaching methods of Korean mathematics education departments. The Mathematical Education, 2012, 51, 281-300.	0.0	1
2043	Reflecting on mathematics teaching situations: A comparison of pre-service mathematics teachers™ and mathematics teacher educators™ views. International Journal for Cross-Disciplinary Subjects in Education, 2012, 3, 816-823.	0.1	0
2044	Working with Mathematics and Science Teachers on IBL Approaches: Teacher Concerns [VISIONS 2011: Teacher Education]. Acta Didactica Norge, 2012, 6, .	0.3	3
2045	Sichtweisen von Lehramtsstudierenden zur Bedeutung des Nutzens vielf3ltiger Darstellungen im Mathematikunterricht. , 2013, , 263-272.		0

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2047	Cracking the Vocabulary Code in Mathematics in the Foundation Phase. South African Journal of Childhood Education, 2012, 2, .	0.2	3
2048	OPEN PROBLEMS IN MATHEMATICAL MODELLING AND PHYSICAL EXPERIMENTS. EXPLORING EXPONENTIAL FUNCTION. Problems of Education in the 21st Century, 2012, 50, 56-69.	0.3	7
2049	THE DYNAMIC OF GROWTH OF ACHIEVEMENT IN MATHEMATICS OF LATVIAN SCHOOL LEARNERS: ANALYSIS OF INTERNATIONAL RESEARCH. Signum Temporis: Journal of Research in Pedagogy and Psychology, 2012, 5, 28-37.	0.1	0
2050	O desenvolvimento do letramento estatístico a partir do uso do Geogebra: um estudo com professores de matemática <i>The development of statistical literacy from use of GeoGebra: a study with teachers of mathematics</i>. Revista Eletrônica De Educação Matemática, 2012, 7, 246.	0.1	3
2051	Facebook as a Source of Informal Teacher Professional Development. In Education, 2010, 16, .	0.1	8
2052	Design and Implementation of Computational Modeling for Learning Mathematical Concepts. Advances in Educational Technologies and Instructional Design Book Series, 2013, , 128-146.	0.2	0
2053	MATEMATIKOS PASIEKIMÅ ² AUGIMO DINAMIKA: TARTAUTINIO TYRIMO ANALIZÄ-. Acta Paedagogica Vilnensia, 0, 30, 68-79.	0.0	1
2054	Designing and Teaching an Online Elementary Mathematics Methods Course. Advances in Higher Education and Professional Development Book Series, 2013, , 335-356.	0.1	4
2055	Mathematics Knowledge for Teaching and Its Influential Factors: An Analysis of Chinese Elementary Mathematics Teachers. New Frontiers of Educational Research, 2013, , 325-349.	0.4	0
2056	Questions and answers: understanding the connection between questioning and knowledge in game-centred approaches. , 2013, , 1-2.		0
2057	A Framework for Developing Robust Online Professional Development Materials to Support Teacher Practice under the Common Core. Advances in Educational Technologies and Instructional Design Book Series, 2013, , 319-331.	0.2	0
2058	A study of pre-kindergarten teachersâ€™ mathematical knowledge for teaching. Early Childhood Education & Care, 2013, 8, 5-27.	0.1	0
2059	Knowledge and Beliefs for Nurturing Reflective Learners of Rational Number Concepts. , 2013, , 57-79.		0
2060	Beyond Elementary: Examining Conceptual Demands of Division of Fractions in Current US Curricula. Oregon Undergraduate Research Journal, 2013, 4, 35-53.	0.0	0
2061	Choosing Mathematical Examples: Routine but Not an Easy Task. Jurnal Teknologi (Sciences and) Tj ETQq0 0 0 rgBT/Overlock 1 10 Tf 50 1	0.3	1
2063	Construindo um modelo de análise da prática lectiva numa aula de Matemática. Revista Portuguesa De Educacao, 2013, 24, 135.	0.1	0
2064	Caracterización del conocimiento matemático para la enseñanza de los números racionales. Avances De Investigacion En Educacion Matematica, 2013, , .	0.5	2
2065	Policy Issues, Equity, Multicultural Science Education, and Local School District Support of In-Service Science Teachers. , 2014, , 253-271.		3

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2066	'The Knowledge Quartet' as a framework of analyzing teacher knowledge in mathematics instruction. <i>The Mathematical Education</i> , 2013, 52, 567-586.	0.0	1
2067	4 Communication in the Mathematics Classroom. , 2013, , 242-248.		1
2069	Employing the CAMTE Framework: Focusing on Preschool Teachersâ€™ Knowledge and Self-efficacy Related to Studentsâ€™ Conceptions. , 2014, , 291-306.		5
2070	Pedagogical Content Knowledge in Mathematics Education. , 2014, , 477-480.		3
2071	A Framework for Developing Robust Online Professional Development Materials to Support Teacher Practice under the Common Core. , 2014, , 719-731.		0
2072	Libyan English as a Foreign Language School Teachersâ€™ (LEFLSTs) Knowledge of Teaching: Action Research as Continuing Professional Development Model for Libyan School Teachers. <i>IOSR Journal of Humanities and Social Science</i> , 2014, 19, 74-81.	0.0	1
2074	Commentary on Section 1: Mounting Progress on Understanding Mathematics Teacher Content Knowledge. , 2014, , 83-90.		1
2075	Frameworks for Conceptualizing Mathematics Teacher Knowledge. , 2014, , 235-238.		4
2076	Models of Preservice Mathematics Teacher Education. , 2014, , 457-460.		1
2077	Development of Teachersâ€™ Mathematical Knowledge for Teaching by Using the Innovation of Lesson Study and Open Approach. <i>Sociology Mind</i> , 2014, 04, 317-327.	0.6	3
2078	Teaching Science and Mathematics: Preservice Teachers' Perceptions of Knowledge Needs. <i>Journal of College Science Teaching</i> , 2014, 043, .	0.5	1
2079	Cases as a Vehicle for Developing Knowledge Needed for Teaching. <i>Advances in Mathematics Education</i> , 2014, , 311-333.	0.2	4
2080	Um Quadro de AnÃ¡lise do Conhecimento EstatÃ­stico para Ensinar de Futuros Professores. <i>Boletim GEPEM</i> , 2014, , .	0.0	0
2081	Pedagogical Content Knowledge Addressed in Initial Physics Teacher Preparation Programs and the Nature of Physics Teaching Practices. <i>Teacher Education Research</i> , 2014, 53, 112-126.	0.0	2
2082	Exploring an early childhood teacherâ€™s flexibility in mathematical discussion. <i>Korean Journal of Early Childhood Education</i> , 2014, 34, 5-27.	0.0	0
2083	Relationships between Teaching Professional Rank, Course Taking, Teaching Experience and Knowledge of Algebra for Teaching. <i>Research in Mathematical Education</i> , 2014, 18, 129-148.	0.2	0
2084	A Hierarchy of South Korean Elementary Teachersâ€™ Knowledge for Teaching Mathematics. <i>Education Practice and Innovation</i> , 2014, 1, 51-73.	0.1	2
2085	What do Teachers Need to Know to Teach Secondary Mathematics?. , 2014, , 93-113.		0

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2087	Teacher Knowledge, Teacher Practice. , 2014, , 58-83.		0
2088	PCK and the Awareness of Affective Aspects Reflected in Teachers'™ Views About Learning Opportunities 3 A Conflict?. Advances in Mathematics Education, 2015, , 295-318.	0.2	2
2090	A new approach to understanding teachers'™ classroom practices. SFU Educational Review, 0, 7, .	0.4	1
2091	The Analysis of the Factors of the Effectiveness of Science Teacher as Perceived by Students through the Perspective of Teacher Knowledge. Journal of the Korean Association for Science Education, 2014, 34, 625-634.	0.1	1
2092	USING AN APOS FRAMEWORK TO UNDERSTAND TEACHERS'™ RESPONSES TO QUESTIONS ON THE NORMAL DISTRIBUTION. Statistics Education Research Journal, 2021, 13, 42-57.	0.5	8
2093	The Inquiry of Students' Attitude towards Group Discussion and Presentation in a Course of Mathematics Education. Research in Mathematical Education, 2014, 18, 307-319.	0.2	0
2094	Pedagogical Content Knowledge in Korean Language Education: Confusions, Issues, and a Tentative Solution. Korean Language Education Research, 2014, 49, 139-165.	0.2	0
2095	A Study on Elementary Pre-service Teachers' Statistical Reasoning Abilities: 4th year university students in mathematics and Korean language intensive courses in Education. Teacher Education Research, 2014, 53, 559-580.	0.0	0
2096	The Role of Mathematics Teachers in the Revision of the Mathematics Curriculum: challenges and possibilities. Teacher Education Research, 2014, 53, 776-788.	0.0	0
2097	The Story of a South Korean Elementary Teacher's Knowledge of Mathematics Curriculum. Education of Primary School Mathematics, 2014, 17, 173-188.	0.0	0
2098	Mathematikdidaktisch-prozessorientierte Perspektiven auf die diagnostische Kompetenz angehender Grundschullehrkr3fte in der Begegnung mit Schulanf3ngern. , 2015, , 259-264.		0
2099	Pedagogical-Content-Knowledge for Teaching Mathematics: A Globalised Phenomenon. , 2015, , 119-131.		0
2100	Forschungsgegenst3nde und Forschungsziele. , 2015, , 567-589.		2
2101	The Impact of Digital Technologies in Mathematics Pre-Service Teacher Preparation over Four Decades. Advances in Higher Education and Professional Development Book Series, 2015, , 1-27.	0.1	3
2102	What Does Technology Bring to the Common Core Mathematical Practices?. Advances in Educational Technologies and Instructional Design Book Series, 2015, , 179-204.	0.2	0
2103	Knowledge for Teaching Mathematics Category I: Mathematics Curriculum Knowledge. , 2015, , 63-76.		0
2106	Knowledge for Teaching Mathematics Categories IV and V: Mathematics Pedagogical Content Knowledge and Mathematics Pedagogical Procedural Knowledge. , 2015, , 119-136.		0

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2108	Knowledge and judgement for assessing student teaching: a cross-institutional analysis of teaching practicum assessment instruments. Journal of Education, 2015, , .	0.1	3
2110	Teachers' Practices and Mental Models: Transformation Through Reflection on Action. Australian Journal of Teacher Education, 2015, 40, .	0.4	1
2112	A Pedagogical Overview of Relevant Literature. , 2015, , 13-31.		0
2113	Pre-service Elementary Teachers' Mathematics Content Knowledge: A Predictor of Sixth Graders' Mathematics Performance. International Journal of Instruction, 2015, 8, 133-142.	0.6	2
2115	Digital Tools for Accelerating Preservice Teacher Effectiveness. Advances in Higher Education and Professional Development Book Series, 2015, , 195-222.	0.1	0
2117	Reflection as Professional Knowledge for Mathematics Teachers. Research in Mathematical Education, 2015, 19, 1-17.	0.2	0
2118	Professional Development: Become Metacognitive Teachers. , 2015, , 267-307.		0
2119	Instrumental Development of Teachers' Reasoning in Dynamic Geometry. Revista Electrónica De Educación, 2015, 9, 242-250.	0.1	0
2120	Theoretical Discussion on Mathematical Knowledge for Teaching from Constructivists' Perspective. Research in Mathematical Education, 2015, 19, 101-115.	0.2	0
2121	Comparing U. S. and Taiwanese Pre-service Teachers' Solving Triangular Arithmagons. Research in Mathematical Education, 2015, 19, 89-100.	0.2	0
2122	The perspectives on the knowledge and abilities for good mathematics teaching of in-service and pre-service mathematics teachers. East Asian Mathematical Journal, 2015, 31, 527-546.	0.0	1
2123	THE PRE-SERVICE SECONDARY TEACHERS' PRESCRIPTION FOR THE MIDDLE SCHOOL STUDENTS' ERRORS IN LINEAR FUNCTIONS. East Asian Mathematical Journal, 2015, 31, 609-625.	0.0	0
2124	Analysis of Mathematics Preservice Teachers' Mathematical Content Knowledge based on PISA 2012 Items. The Mathematical Education, 2015, 54, 207-222.	0.0	0
2126	The Analysis on the Relationship between South Korean Elementary Teachers' Mathematical Knowledge for Teaching and Mathematics Anxiety. Korean Journal of Elementary Education, 2015, 26, 97-112.	0.0	0
2127	An Analysis of South Korean Elementary Teachers' Mathematics Curriculum Knowledge. Korean Journal of Elementary Education, 2015, 26, 121-139.	0.0	1
2129	Reflections from Pre-Service Teachers Mathematics Teaching Process. Hacettepe Egitim Dergisi, 2015, , 1-1.	0.2	0
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2132	Developing Teachers' TPACK for Mathematics through Professional Development. Advances in Higher Education and Professional Development Book Series, 2016, , 433-462.	0.1	0
2133	Primary Grades Teachers' Fidelity of Teaching Practices during Mathematics Professional Development. Advances in Higher Education and Professional Development Book Series, 2016, , 32-51.	0.1	2
2134	Community of Practice: Pedagogical Strategies for Linking Communities of Practice to the Classroom. Encyclopedia of Earth Sciences Series, 2016, , 1-13.	0.1	0
2135	Working Together, Not Sharing the Burden: A Collaborative Approach to Developing Pedagogical Content Knowledge with Secondary Social Studies Pre-service Teachers. , 2016, , 123-142.		0
2136	â€œMathematics Is My Favorite Subject!â€ , 2016, , 165-179.		1
2137	INVESTIGAÃ§Ã£o COM ALUNOS DO 5Âº E 9Âº ANO DO ENSINO FUNDAMENTAL ACERCA DA RESOLUÃ§Ã£o DE UMA SITUAÃ§Ã£o QUOCIENTE: UM OLHAR PARA OS ESQUEMAS E REPRESENTAÃ§Ã•ES. Jornal Internacional De Estudos Em EducaÃ§Ã£o MatemÃ¡tica, 2016, 9, 1-29.	0.0	2
2138	Developing a Mathematically Rich Environment for 3-Year-Old Children: The Case of Geometry. , 2016, , 325-340.		0
2139	Primary Grades Teachers' Fidelity of Teaching Practices during Mathematics Professional Development. , 2016, , 1311-1330.		0
2140	Fachdidaktik und Bildungsforschung. , 2016, , 1-19.		0
2141	Mathematics Teacher Educators' TPACK and MKT Knowledge Domains. Advances in Higher Education and Professional Development Book Series, 2016, , 353-380.	0.1	0
2142	Preparing Teachers to Implement Technology. Advances in Higher Education and Professional Development Book Series, 2016, , 551-576.	0.1	0
2143	Examination of Content Validity for edTPA. Advances in Higher Education and Professional Development Book Series, 2016, , 109-124.	0.1	1
2145	Conocimiento comÃ©n del contenido que manifiesta un profesor al enseÃ±ar los conceptos bÃ¡sicos de funciones: un estudio de caso. Uniciencia, 2016, 30, .	0.1	3
2146	Analysis of Pedagogical Content Knowledge Studies in the Context of Mathematics Education in Turkey: A Meta-Synthesis Study. Educational Sciences: Theory and Practice, 0, , .	2.6	3
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2279	Um panorama de pesquisas sobre a PrÄtica como Componente Curricular na Licenciatura em MatemÄtica. <i>EducaÄSÄ±o MatemÄtica Em Revista</i> , 2018, 15, 598-609.	0.1	0
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2289	Conocimiento del profesor universitario para enseÄar matemÄticas. Änfasis en lo pedag3gico. <i>Docere</i> , 2018, , 13-16.	0.0	0
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2303	Content Knowledge for Teaching in Teacher Education. , 2019, , 1-6.		0
2304	The affordances of indigenous knowledge in Mathematics Education. <i>NWU Self-directed Learning Series</i> , 2019, , 181-222.	0.1	1
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2307	What Construct of Mathematical Knowledge for Teaching do Mathematics Teachers Need? (A) Tj ETQq1 1 0.784314 rgBT /Oyerlock 10		
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2323	Head of Departments' Evaluation of Learning Opportunities Provided for Prospective Elementary Mathematics Teachers. Turkish Journal of Computer and Mathematics Education, 0, , .	0.4	0
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2481	Designing and Teaching an Online Elementary Mathematics Methods Course. , 0, , 644-665.		0
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2841	Modelo explorat3rio de resolu3o de problemas na forma3o inicial de professores de Matem3tica. <i>Revista De Ensino De Ci3ncias E Matem3tica</i> , 2022, 13, 1-23.	0.0	0
2842	Teacher Competence and Professional Development. <i>Springer International Handbooks of Education</i> , 2021, , 1-17.	0.1	1
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2846	Bundles of Ethnomathematical Expertise Residing with Handicrafts, Occupations, and Other Activities Across Cultures. , 2022, , 129-160.		0
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2854	How ball games experts legitimate ball games knowledge within Swedish physical education teacher education. <i>Physical Education and Sport Pedagogy</i> , 0, , 1-15.	1.8	2
2855	Conhecimento Matemático para Ensinar Álgebra. <i>Zetetike</i> , 0, 30, e022019.	0.1	1
2856	A myth in language teacher learning: Lesson observation. <i>Frontiers in Psychology</i> , 0, 13, .	1.1	0
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2860	Enhancing mathematics teacher professional learning through a contextualized professional development program. <i>Teacher Development</i> , 0, , 1-24.	0.4	2
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2875	Pre-service teachers' reflections on content knowledge through microteaching. <i>Reflective Practice</i> , 2023, 24, 153-167.	0.7	2
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2878	Collaborative planning of ambitious Mathematics teaching practices: teachers' reflections on animations and simulations in exploratory teaching. <i>Revista De Ensino De Ciências E Matemática</i> , 2022, 13, 1-27.	0.0	0
2879	Curriculum and teacher education: the pre-service teacher as curriculum maker. , 2023, , 155-162.		0
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2881	The Pedagogical Manifestations: A Driver of Teachers' Practices in Teaching Algebraic Equations. <i>European Journal of Educational Research</i> , 2023, 12, 15-28.	0.7	0
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2911	Affective content knowledge as foundation for critical mathematics pedagogy. <i>Research in Mathematics Education</i> , 0, , 1-18.	1.0	0
2912	Instructional quality of two beginning mathematics teachers for three years: what professional competency makes a difference?. <i>Educational Studies in Mathematics</i> , 0, , .	1.8	2
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2919	Encountering ideas about teaching and learning mathematics in undergraduate mathematics courses. <i>ZDM - International Journal on Mathematics Education</i> , 0, , .	1.3	1
2920	The stories we tell: Why unpacking narratives of mathematics is important for teacher conocimiento. <i>Journal of Mathematical Behavior</i> , 2023, 70, 101025.	0.5	1

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2922	Characterizing prospective secondary teachers'™ foundation and contingency knowledge for definitions of transformations. <i>Journal of Mathematical Behavior</i> , 2023, 70, 101030.	0.5	2
2923	Technological Pedagogical Content Knowledge Analysis. Numerical: <i>Jurnal Matematika Dan Pendidikan Matematika</i> , 0, , 1-8.	0.0	1
2924	Preparing for an Effective Mathematics Teaching Practice Online. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 203-228.	0.2	0
2925	Matematik Ā–Āretmeni AdaylarĀ±nĀ±n Metaforik AlgĀ±larĀ±: Cebir KavramĀ±. <i>Journal of Inonu University Faculty of Education</i> , 0, , .	0.1	0
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2928	Pedagogical Content Knowledge and Subject Didactics Ā“ An Intercontinental Dialogue?. <i>Transdisciplinary Perspectives in Educational Research</i> , 2023, , 17-33.	0.2	2
2929	Institutional Setting and Its Influence on the Teaching of Mathematics: Implications to Implementing Reform Vision in Mathematics Education in Ethiopian Schools. <i>Education Sciences</i> , 2023, 13, 114.	1.4	0
2930	Las fracciones: conocimiento del profesorado y su contribuci3n en la ense±anza para el estudiantado de cuarto grado en escuelas chilenas. <i>Innovaciones Educativas</i> , 2023, 25, 23-35.	0.3	0
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2932	Are beliefs believable? An investigation of novice mathematics teachers'™ beliefs and teaching practices. <i>European Journal of Science and Mathematics Education</i> , 2023, 11, 410-426.	0.5	0
2933	Teacher time out as a site for studying mathematical knowledge for teaching. <i>Journal of Mathematical Behavior</i> , 2023, 70, 101037.	0.5	0
2934	Correcting the Record: A Response to Backman and Barker (2020). <i>Quest</i> , 2022, 74, 319-334.	0.8	3
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2936	Mathematical Challenge in Connecting Advanced and Secondary Mathematics: Recognizing Binary Operations as Functions. <i>Research in Mathematics Education</i> , 2023, , 241-260.	0.1	0
2937	Challenging Undergraduate Students'™ Mathematical and Pedagogical Discourses Through MathTASK Activities. <i>Research in Mathematics Education</i> , 2023, , 343-363.	0.1	0
2938	Keeping Theorizing in Touch with Practice: Practical Rationality as a Middle Range Theory of Mathematics Teaching. , 2023, , 189-224.		7
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2942	Learning to promote students' mathematical reasoning: Lesson study contributions in initial teacher education. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2023, 19, em2255.	0.7	0
2943	Prospective secondary school teachers' knowledge of sampling distribution properties. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2023, 19, em2265.	0.7	0
2944	Proportional and Non-Proportional Situation: How to Make Sense of Them. <i>International Journal of Educational Methodology</i> , 2023, 9, 355-365.	0.4	0
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2947	Elementary pre-service teachers' horizon knowledge for teaching addition and subtraction: An analysis of video presentations. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2023, 19, em2276.	0.7	0
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2952	Response to Section II: What's Needed Now: Professional Development Schools and the Professionalization of Teaching. <i>Teachers College Record</i> , 2011, 113, 432-443.	0.4	1
2954	Non-equivalent notions of the eccentricity of the conics: an exploratory study with high school teachers. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-22.	0.8	0
2955	Curriculum materials and educative opportunities: observing teacher positionings from teachers' guides. <i>Asia-Pacific Journal of Teacher Education</i> , 2023, 51, 128-146.	1.2	1
2956	CONHECIMENTOS PROFISSIONAIS MOBILIZADOS NA FORMAÇÃO INICIAL DO PROFESSOR QUE ENSINA MATEMÁTICA: UMA REVISÃO EM DISSERTAÇÕES E TESES. <i>Revista REAMEC</i> , 2023, 11, e23008.	0.0	2
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2958	Leading collegially: Shifting paradigms for effective student teacher mentoring during work-integrated learning. <i>South African Journal of Education</i> , 2022, 42, 1-12.	0.3	0

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2960	La Residencia como espacio integrador: ser practicante del Profesorado en Matemática de la UNR en 2020. <i>Itinerarios Educativos</i> , 2022, , e0038.	0.0	0
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2962	Generation Z goes to math class: How the effective mathematics teaching practices can support a new generation of learners. <i>School Science and Mathematics</i> , 2023, 123, 31-37.	0.5	0
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2964	Towards research-based organizational structures in mathematics tutoring centres. <i>Teaching Mathematics and Its Applications</i> , 2024, 43, 1-24.	0.7	0
2965	A comparison of elementary teachers' verbal supports for students in inclusive and general classroom contexts during an NGSS-aligned science, engineering, and computer science unit. <i>Science Education</i> , 0, , .	1.8	1
2966	Primary teachers' perceptions of their mathematical knowledge for teaching and the effects of policy on their mathematics teaching. <i>Research in Mathematics Education</i> , 0, , 1-17.	1.0	0
2967	Professionsorientierte Fachwissenschaft im Lehramt Wirtschaft zwischen Disziplinarität und Lehramtsspezifität. , 2023, , 17-25.		0
2968	Promoting elements of mathematical knowledge for teaching related to the notion of assumptions. <i>Mathematical Thinking and Learning</i> , 0, , 1-29.	0.7	2
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2970	Out-of-school hours care places in Xi'an City of China: location choice, spatial relationships, and influencing factors. <i>Computational Urban Science</i> , 2023, 3, , .	1.9	0
2971	Trajectories of powerful knowledge and epistemic quality: analysing the transformations from disciplines across school subjects. <i>Journal of Curriculum Studies</i> , 2023, 55, 119-137.	1.2	12
2972	Vignettes of Research on the Promise of Mathematical Making in Teacher Preparation. <i>MINTUS Beiträge Zur Mathematisch-naturwissenschaftlichen Bildung</i> , 2022, , 73-109.	0.2	0
2973	Design and Validation of a Classroom Observation Instrument to Evaluate the Quality of Mathematical Activity from a Gender Perspective. <i>Education Sciences</i> , 2023, 13, 266.	1.4	0
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2975	Qualification exams carried out in the professional master's program in mathematics in the national network. <i>Educacao E Pesquisa</i> , 0, 49, .	0.4	0
2976	Teaching digestive system: Spanish pre-service teachers' learning difficulties and alternative conceptions. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2023, 19, em2244.	0.7	0

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2978	How Do EMI Lecturersâ€™ Translanguaging Perceptions Translate into Their Practice? A Multi-Case Study of Three Chinese Tertiary EMI Classes. <i>Sustainability</i> , 2023, 15, 4895.	1.6	2
2979	Unpacking readiness for elementary science teaching: what preservice teachers bring and how that can be shaped through teacher education. <i>Studies in Science Education</i> , 2024, 60, 75-119.	3.4	1
2980	Religious Education for the Mexican Immigrant Community in Albuquerque: The Vital Role of Compassion. , 2023, , 271-288.		0
2981	Mathematics as Praxis: Reconceptualizing the Role of Mathematics in the Pre-service Special Educator Curriculum. <i>Springer International Handbooks of Education</i> , 2023, , 1-15.	0.1	0
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2987	Unpacking Elementary Preservice Teachersâ€™ Ways of Reflecting on Conceptual Mistakes. <i>Investigations in Mathematics Learning</i> , 0, , 1-19.	0.7	0
2988	Building network of relationships between teachersâ€™ mathematical knowledge for teaching fractions and teaching practices. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2023, 19, em2251.	0.7	0
2989	The relationship between preservice elementary teachersâ€™ solutions to a pattern generalization problem and difficulties they anticipate in teaching it. <i>Journal of Mathematical Behavior</i> , 2023, 69, 101046.	0.5	0
2990	How teaching experience and physics and mathematics content knowledge impact professional noticing skills of <sc>STEM</sc> graduate students. <i>School Science and Mathematics</i> , 2023, 123, 387-397.	0.5	0
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