

Orchestrating Productive Mathematical Discussions: Fi Move Beyond Show and Tell

Mathematical Thinking and Learning

10, 313-340

DOI: [10.1080/10986060802229675](https://doi.org/10.1080/10986060802229675)

Citation Report

#	ARTICLE	IF	CITATIONS
1	Instructional Activities as a Tool for Teachers' and Teacher Educators' Learning. Elementary School Journal, 2009, 109, 491-509.	0.9	223
2	Teachers'™ conceptions of representation in middle school mathematics. Journal of Mathematics Teacher Education, 2010, 13, 325-343.	1.0	62
4	Selecting and Supporting the Use of Mathematics Curricula at Scale. American Educational Research Journal, 2010, 47, 663-693.	1.6	69
5	Discussing discussion: a video club in the service of math teachers'™ National Board preparation. Teachers and Teaching: Theory and Practice, 2011, 17, 5-33.	0.9	20
6	Promoting Children's Communication: A Kindergarten Teacher's Conception and Practice of Effective Mathematics Instruction. Journal of Research in Childhood Education, 2011, 25, 194-210.	0.6	15
7	A Collective Case Study of the Influence of Teachers' Beliefs and Knowledge on Error-Handling Practices During Class Discussion of Mathematics. Journal for Research in Mathematics Education, 2011, 42, 2-38.	1.0	77
8	Orchestrating technology enhanced learning: a literature review and a conceptual framework. International Journal of Technology Enhanced Learning, 2011, 3, 583.	0.4	118
9	Zen and the art of neriage: Facilitating consensus building in mathematics inquiry lessons through lesson study. Journal of Mathematics Teacher Education, 2011, 14, 5-23.	1.0	44
10	Using video to teach future teachers to learn from teaching. ZDM - International Journal on Mathematics Education, 2011, 43, 133-145.	1.3	226
11	Imagining mathematics teaching practice: prospective teachers generate representations of a class discussion. ZDM - International Journal on Mathematics Education, 2011, 43, 119-131.	1.3	19
12	Case-based pedagogy for prospective teachers to learn how to teach elementary mathematics in Korea. ZDM - International Journal on Mathematics Education, 2011, 43, 777-789.	1.3	15
13	Which Is Greater: One Half or Two Fourths? An Examination of How Two Grade 1 Students Negotiate Meaning. Canadian Journal of Science, Mathematics and Technology Education, 2011, 11, 309-327.	0.6	3
14	Supporting African American Students'™ Learning of Mathematics. Urban Education, 2012, 47, 354-398.	1.2	25
15	Supporting Sustainability: Teachers'™ Advice Networks and Ambitious Instructional Reform. American Journal of Education, 2012, 119, 137-182.	0.7	176
16	Learning Trajectory Based Instruction. Educational Researcher, 2012, 41, 147-156.	3.3	166
17	CCSSM: Examining the Critical Areas in Grades 5 and 6. Teaching Children Mathematics, 2012, 18, 566-573.	0.2	2
18	The Content-Focused Methods Course: A Model for Integrating Pedagogy and Mathematics Content. Mathematics Teacher Educator, 2012, 1, 53-70.	0.2	13
19	TOOL USE AND THE DEVELOPMENT OF THE FUNCTION CONCEPT: FROM REPEATED CALCULATIONS TO FUNCTIONAL THINKING. International Journal of Science and Mathematics Education, 2012, 10, 1243-1267.	1.5	60

#	ARTICLE	IF	CITATIONS
20	MKT and curriculum materials are only part of the story: Insights from a lesson on fractions. <i>Journal of Curriculum Studies</i> , 2012, 44, 537-558.	1.2	17
21	Conceptual Change, Productive Practices, and Themata: Supporting Chemistry Classroom Talk. <i>Journal of Chemical Education</i> , 2012, 89, 1236-1242.	1.1	8
22	Mathematics teaching practices with technology that support conceptual understanding for Latino/a students. <i>Journal of Mathematical Behavior</i> , 2012, 31, 431-446.	0.5	30
23	Reducing the degrees of freedom in chemistry classroom conversations. <i>Chemistry Education Research and Practice</i> , 2012, 13, 17-29.	1.4	10
24	Teacher knowledge, curriculum materials, and quality of instruction: Unpacking a complex relationship. <i>Journal of Curriculum Studies</i> , 2012, 44, 443-466.	1.2	78
25	Teaching the Conceptual Structure of Mathematics. <i>Educational Psychologist</i> , 2012, 47, 189-203.	4.7	124
26	Balancing on the edge of competency-oriented versus procedural-oriented practices: orchestrating whole-class discussions of complex mathematical problems. <i>Mathematics Education Research Journal</i> , 2012, 24, 447-465.	0.9	9
28	A Review of High-Leverage Teaching Practices: Making Connections Between Mathematics and Foreign Languages. <i>Foreign Language Annals</i> , 2012, 45, s76.	0.6	61
29	An evolving framework for describing student engagement in classroom activities. <i>Journal of Mathematical Behavior</i> , 2012, 31, 270-289.	0.5	25
30	Growth in literacy and numeracy achievement: evidence and explanations of a summer slowdown in low socio-economic schools. <i>Australian Educational Researcher</i> , 2013, 40, 1-25.	1.6	18
31	Exploring Relationships Between Setting Up Complex Tasks and Opportunities to Learn in Concluding Whole-Class Discussions in Middle-Grades Mathematics Instruction. <i>Journal for Research in Mathematics Education</i> , 2013, 44, 646-682.	1.0	112
32	Effects of a coding intervention on what teachers learn to notice during whole-group discussion. <i>Journal of Mathematics Teacher Education</i> , 2013, 16, 105-124.	1.0	28
33	Chance by design: devising an introductory probability module for implementation at scale in English early-secondary education. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 409-423.	1.3	18
34	Vocational education approach: New TEL settings—new prospects for teachers' instructional activities?. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2013, 8, 271-291.	1.9	24
35	Teacher's reflections on experimenting with technology-enriched inquiry-based mathematics teaching with a preplanned teaching unit. <i>Journal of Mathematical Behavior</i> , 2013, 32, 295-308.	0.5	15
36	Issues in theorizing mathematics learning and teaching: A contrast between learning through activity and DNR research programs. <i>Journal of Mathematical Behavior</i> , 2013, 32, 281-294.	0.5	7
37	Teaching Mathematical Modelling: Connecting to Research and Practice. <i>International Perspectives on the Teaching and Learning of Mathematical Modelling</i> , 2013, , .	0.5	28
38	Using Content-Specific Open-Ended Tasks. , 2013, , 57-70.		1

#	ARTICLE	IF	CITATIONS
40	Learning to argue: A study of four schools and their attempt to develop the use of argumentation as a common instructional practice and its impact on students. <i>Journal of Research in Science Teaching</i> , 2013, 50, 315-347.	2.0	169
41	English Learners' Participation in Mathematical Discussion: Shifting Positionings and Dynamic Identities. <i>Journal for Research in Mathematics Education</i> , 2013, 44, 199-234.	1.0	84
43	Cultivating inquiry about space in a middle school mathematics classroom. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 365-376.	1.3	14
44	Classroom observations in theory and practice. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 607-621.	1.3	79
45	PROSPECTIVE TEACHERS' CHALLENGES IN TEACHING REASONING-AND-PROVING. <i>International Journal of Science and Mathematics Education</i> , 2013, 11, 1463-1490.	1.5	30
46	Does the Responsive Classroom Approach Affect the Use of Standards-Based Mathematics Teaching Practices?. <i>Elementary School Journal</i> , 2013, 113, 434-457.	0.9	12
47	Setting Instructional Expectations: Patterns of Principal Leadership for Middle School Mathematics. <i>Leadership and Policy in Schools</i> , 2013, 12, 337-373.	0.9	8
48	Translating Euclid: Designing a Human-Centered Mathematics. <i>Synthesis Lectures on Human-Centered Informatics</i> , 2013, 5, 1-235.	0.4	11
49	An Examination of Connections in Mathematical Processes in Students' Problem Solving: Connections between Representing and Justifying. <i>Journal of Education and Learning</i> , 2013, 2, .	0.2	8
50	Reducing Cognitive Load in Learning by Analogy. <i>International Journal of Psychological Studies</i> , 2013, 5, .	0.1	14
51	Research in Mathematics Education. , 2014, , 545-564.		9
52	Measuring Leadership of Math Instruction: Investigating the Validity of a Survey Scale for Principals' Leadership of Middle School Mathematics. <i>Journal of School Leadership</i> , 2014, 24, 1125-1154.	1.3	1
53	The Role of Instructional Engineering in Reducing the Uncertainties of Ambitious Teaching. <i>Cognition and Instruction</i> , 2014, 32, 374-415.	1.9	24
54	Relations of Instructional Tasks to Teacher's Student Discourse in Mathematics Classrooms of Chinese Primary Schools. <i>Cognition and Instruction</i> , 2014, 32, 2-43.	1.9	25
55	Discourse Analysis as a Tool To Examine Teaching and Learning in the Classroom. <i>ACS Symposium Series</i> , 2014, , 61-81.	0.5	8
56	Enhancing and Enacting Curricular Progressions in Elementary Mathematics. <i>Mathematical Thinking and Learning</i> , 2014, 16, 109-134.	0.7	3
57	Exploring teachers' implementation of comparison in Algebra I. <i>Journal of Mathematical Behavior</i> , 2014, 35, 144-163.	0.5	6
58	Preservice Teachers' Competencies to Select and Sequence Students' Solution Strategies for Productive Whole-Class Discussions. <i>Mathematics Teacher Educator</i> , 2014, 3, 27-57.	0.2	11

#	ARTICLE	IF	CITATIONS
59	Using Toulmin's Model to Develop Prospective Secondary Mathematics Teachers' Conceptions of Collective Argumentation. <i>Mathematics Teacher Educator</i> , 2014, 3, 8-26.	0.2	17
60	Classroom discourse development for Flipping classrooms: Theoretical concepts, practices, and joint efforts from engineering students and instructors. , 2014, , .		2
61	Webbing and orchestration. Two interrelated views on digital tools in mathematics education. <i>Teaching Mathematics and Its Applications</i> , 2014, 33, 193-209.	0.7	21
62	Impacting positively on students' mathematical problem solving beliefs: An instructional intervention of short duration. <i>Journal of Mathematical Behavior</i> , 2014, 33, 8-29.	0.5	28
63	Examining novice teacher leaders' facilitation of mathematics professional development. <i>Journal of Mathematical Behavior</i> , 2014, 33, 149-167.	0.5	92
64	Redirecting, progressing, and focusing actions—a framework for describing how teachers use students' comments to work with mathematics. <i>Educational Studies in Mathematics</i> , 2014, 85, 281-304.	1.8	22
65	Facilitating and direct guidance in student-centered classrooms: addressing lines or pieces of difficulty. <i>Mathematics Education Research Journal</i> , 2014, 26, 353-376.	0.9	2
66	Activity Structures and the Unfolding of Problem-Solving Actions in High-School Chemistry Classrooms. <i>Research in Science Education</i> , 2014, 44, 155-188.	1.4	4
67	Teacher support for collective argumentation: A framework for examining how teachers support students' engagement in mathematical activities. <i>Educational Studies in Mathematics</i> , 2014, 86, 401-429.	1.8	110
68	Professional Development Strategically Connecting Mathematics and Science: The Impact on Teachers' Confidence and Practice. <i>School Science and Mathematics</i> , 2014, 114, 102-113.	0.5	21
69	Developing Visions of High-Quality Mathematics Instruction. <i>Journal for Research in Mathematics Education</i> , 2014, 45, 584-635.	1.0	84
70	Exploring the Influences of a Partner-Based Teacher Credential Program on Candidates' Performance Outcomes. <i>Peabody Journal of Education</i> , 2014, 89, 482-499.	0.8	3
71	What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them? A Story of Research and Practice, Productively Intertwined. <i>Educational Researcher</i> , 2014, 43, 404-412.	3.3	135
72	Teachers' Views About Multiple Strategies in Middle and High School Mathematics. <i>Mathematical Thinking and Learning</i> , 2014, 16, 85-108.	0.7	22
73	A Framework for the Facilitation of Teachers' Analysis of Video. <i>Journal of Teacher Education</i> , 2014, 65, 340-356.	2.0	178
74	Using representations, decomposition, and approximations of practices to support prospective elementary mathematics teachers' practice of organizing discussions. <i>Journal of Mathematics Teacher Education</i> , 2014, 17, 463-487.	1.0	30
75	Role of Teacher-Initiated Discourses in Students' Development of Representational Fluency in Chemistry: A Case Study. <i>Journal of Chemical Education</i> , 2014, 91, 784-792.	1.1	35
76	Transforming Mathematics Instruction. <i>Advances in Mathematics Education</i> , 2014, , .	0.2	7

#	ARTICLE	IF	CITATIONS
77	Knowledge shifts in a probability classroom: a case study coordinating two methodologies. ZDM - International Journal on Mathematics Education, 2014, 46, 363-387.	1.3	18
78	Reflections on learning and cognition. ZDM - International Journal on Mathematics Education, 2014, 46, 497-503.	1.3	10
79	Developing mathematical competence: From the intended to the enacted curriculum. Journal of Mathematical Behavior, 2014, 33, 72-87.	0.5	98
80	Describing Elementary Teachers'™ Operative Systems. Elementary School Journal, 2014, 115, 73-96.	0.9	6
81	Using Data to Improve Instruction: Different Approaches for Different Goals. Action in Teacher Education, 2014, 36, 546-558.	0.4	3
82	Implementing the Common Core: Applying Shifts to Instruction. The Mathematics Teacher, 2014, 108, 108-113.	0.1	0
83	The "MOST"•Productive Student Mathematical Thinking. The Mathematics Teacher, 2014, 108, 308-312.	0.1	5
84	Professional Noticing: Learning to Teach Responsively. Mathematics Teaching in the Middle School, 2015, 21, 238-243.	0.2	6
85	Core Practices and Problems of Practice in Learning to Lead Classroom Discussions. Elementary School Journal, 2015, 115, 334-357.	0.9	23
86	Positioning During Group Work on a Novel Task in Algebra II. Journal for Research in Mathematics Education, 2015, 46, 378-422.	1.0	23
87	Complex Listening: Supporting Students to Listen As Mathematical Sense-makers. Mathematical Thinking and Learning, 2015, 17, 296-326.	0.7	24
88	Educational Paths to Mathematics. Advances in Mathematics Education, 2015, , .	0.2	2
89	Fidelity of implementation: bringing written curriculum materials into the equation. Curriculum Journal, 2015, 26, 164-191.	1.0	7
90	Effects of M ³ Curriculum on Mathematics and English Proficiency Achievement of Mathematically Promising English Language Learners. Journal of Advanced Academics, 2015, 26, 112-142.	0.5	18
91	Participation of non-dominant students in argumentation in the mathematics classroom. Intercultural Education, 2015, 26, 296-312.	0.4	46
92	Student Engagement with Others'™ Mathematical Ideas. Elementary School Journal, 2015, 116, 126-148.	0.9	52
93	Elementary Teacher Candidates' Use of Number Strings: Creating a Math-Talk Learning Community. Mathematics Teacher Educator, 2015, 3, 99-115.	0.2	1
94	Reshaping Teachers' Mathematical Perceptions: Analysis of a Professional Development Task. Mathematics Teacher Educator, 2015, 3, 116-129.	0.2	4

#	ARTICLE	IF	CITATIONS
95	Investigating the Potential of Guided Practice With an Enactment Tool for Supporting Adaptive Performance. <i>Journal of the Learning Sciences</i> , 2015, 24, 461-497.	2.0	29
96	Linking Gestures: Cross-Cultural Variation During Instructional Analogies. <i>Cognition and Instruction</i> , 2015, 33, 295-321.	1.9	24
97	Developing Pre-service Elementary Teachers'™ Pedagogical Practices While Planning Using the Learning Cycle. <i>Journal of Science Teacher Education</i> , 2015, 26, 573-591.	1.4	13
98	A framework for primary teachers'™ perceptions of mathematical reasoning. <i>International Journal of Educational Research</i> , 2015, 74, 26-37.	1.2	29
99	Learning about whole-class scaffolding from a teacher professional development study. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 1133-1145.	1.3	11
100	Different types of student comments in the mathematics classroom. <i>Journal of Mathematical Behavior</i> , 2015, 38, 29-40.	0.5	9
101	Analogy, higher order thinking, and education. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2015, 6, 177-192.	1.4	104
102	Effective mathematics teaching in Finnish and Swedish teacher education discourses. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 501-521.	1.0	27
103	Generalizing From Observations of Mathematics Teachers' Instructional Practice Using the Instructional Quality Assessment. <i>Journal for Research in Mathematics Education</i> , 2015, 46, 270-279.	1.0	8
104	Mathematical Modelling in Education Research and Practice. <i>International Perspectives on the Teaching and Learning of Mathematical Modelling</i> , 2015, , .	0.5	19
105	An Exploratory Study of the Influence That Analyzing Teaching Has on Preservice Teachers'™ Classroom Practice. <i>Journal of Teacher Education</i> , 2015, 66, 201-214.	2.0	107
106	Teachers'™ Uses of a Learning Trajectory in Student-Centered Instructional Practices. <i>Journal of Teacher Education</i> , 2015, 66, 227-244.	2.0	33
107	Investigating the development of mathematics leaders'™ capacity to support teachers'™ learning on a large scale. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 93-104.	1.3	51
108	National-scale professional development in Sweden: theory, policy, practice. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 129-141.	1.3	12
109	Supporting teachers'™ use of research-based instructional sequences. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 1027-1038.	1.3	19
110	Developing Statistical Numeracy: The Model Must Make Sense. <i>International Perspectives on the Teaching and Learning of Mathematical Modelling</i> , 2015, , 363-373.	0.5	3
111	An Emergent Framework: Views of Mathematical Processes. <i>School Science and Mathematics</i> , 2015, 115, 88-99.	0.5	5
112	Identifying Key Components of Teaching and Learning in a <sc>STEM</sc> School. <i>School Science and Mathematics</i> , 2015, 115, 244-255.	0.5	36

#	ARTICLE	IF	CITATIONS
113	Using the five practices model to promote statistical discourse. <i>Teaching Statistics</i> , 2015, 37, 13-17.	0.6	3
114	Learning Mathematics by Creative or Imitative Reasoning. , 2015, , 487-506.		6
115	Teachersâ€™ selection and enactment of mathematical problems from textbooks. <i>Mathematics Education Research Journal</i> , 2015, 27, 491-518.	0.9	31
116	Exploration of Patterns in a Calendar. <i>The Mathematics Teacher</i> , 2015, 108, 336.	0.1	1
117	Approaches to Qualitative Research in Mathematics Education. <i>Advances in Mathematics Education</i> , 2015, , .	0.2	33
118	Student and teacher interventions: a framework for analysing mathematical discourse in the classroom. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 253-272.	1.0	18
119	Examining teachersâ€™ understanding of the mathematical learning progression through vertical articulation during Lesson Study. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 207-229.	1.0	26
120	Toward an understanding of â€œteaching in the makingâ€: Explaining instructional decision making by analyzing a geology instructorâ€™s use of metaphors. , 2016, 12, 1725-1743.		0
122	Become the Primary Teacher Everyone Wants to Have. , 0, , .		2
123	Pre-service teachersâ€™ conceptions of effective teacher talk: their critical reflections on a sample teacher-student dialogue. <i>Educational Studies in Mathematics</i> , 2016, 93, 363-381.	1.8	2
124	Individual differences in social cognition as predictors of secondary school performance. <i>Trends in Neuroscience and Education</i> , 2016, 5, 166-172.	1.5	5
125	Teacher Learning and Leadership. , 0, , .		21
126	The effect of blended instruction on accelerated learning. <i>Technology, Pedagogy and Education</i> , 2016, 25, 269-286.	3.3	9
127	Professional development processes that promote teacher change: the case of a video-based program focused on leveraging studentsâ€™ mathematical errors. <i>Professional Development in Education</i> , 2016, 42, 547-568.	1.7	14
128	Selecting Expertise in Context. <i>American Educational Research Journal</i> , 2016, 53, 456-491.	1.6	33
129	The Social Construction of Authority Among Peers and Its Implications for Collaborative Mathematics Problem Solving. <i>Mathematical Thinking and Learning</i> , 2016, 18, 107-124.	0.7	69
130	Comparison and Explanation of Multiple Strategies. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 151-159.	1.4	8
131	Teaching mathematics by comparison: Analog visibility as a double-edged sword.. <i>Journal of Educational Psychology</i> , 2016, 108, 194-213.	2.1	36

#	ARTICLE	IF	CITATIONS
132	Primary teachers notice the impact of language on children's mathematical reasoning. Mathematics Education Research Journal, 2016, 28, 523-544.	0.9	15
133	Snapshots of mathematics teacher noticing during task design. Mathematics Education Research Journal, 2016, 28, 421-440.	0.9	45
134	Proof and Argumentation in Mathematics Education Research. , 2016, , 315-351.		45
135	The Second Handbook of Research on the Psychology of Mathematics Education. , 2016, , .		10
136	Graduate Teaching Assistants' Enactment of Reasoning-and-Proving Tasks in a Content Course for Elementary Teachers. Journal for Research in Mathematics Education, 2016, 47, 372-419.	1.0	12
137	Learning to Coach in Practice-Based Teacher Education: A Self-Study. Studying Teacher Education, 2016, 12, 244-266.	0.8	10
138	Supporting Novice Teachers in Leading Discussions That Reach a Mathematical Point: Defining and Clarifying Mathematical Ideas. Mathematics Teacher Educator, 2016, 5, 8-28.	0.2	19
139	Factors Associated with Alignment between Teacher Survey Reports and Classroom Observation Ratings of Mathematics Instruction. Elementary School Journal, 2016, 116, 339-364.	0.9	11
140	Learning to Leverage Student Thinking: What Novice Approximations Teach Us About Ambitious Practice. Elementary School Journal, 2016, 116, 411-436.	0.9	14
141	Curriculum enactment patterns and associated factors from teachers' perspectives. Mathematics Education Research Journal, 2016, 28, 585-614.	0.9	8
142	Analogy and Higher Order Thinking. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 160-168.	1.4	30
143	Opportunities for learning given to prospective mathematics teachers: between ritual and explorative instruction. Journal of Mathematics Teacher Education, 2016, 19, 547-574.	1.0	32
144	Doing things: Organizing for agency in mathematical learning. Journal of Mathematical Behavior, 2016, 41, 210-218.	0.5	16
145	Why Don't Teachers Understand Our Questions? Reconceptualizing Teachers' Misinterpretation of Survey Items. AERA Open, 2016, 2, 233285841664307.	1.3	2
146	The use of questions within in-the-moment coaching in initial mathematics teacher education: enhancing participation, reflection, and co-construction in rehearsals of practice. Asia-Pacific Journal of Teacher Education, 2016, 44, 486-503.	1.2	26
147	MATHEMATICAL PRACTICES IN A TECHNOLOGICAL SETTING: A DESIGN RESEARCH EXPERIMENT FOR TEACHING CIRCLE PROPERTIES. International Journal of Science and Mathematics Education, 2016, 14, 549-573.	1.5	6
148	Implementing mathematics teaching that promotes students' understanding through theory-driven lesson study. ZDM - International Journal on Mathematics Education, 2016, 48, 425-439.	1.3	40
149	's Understandable Enough, Right? The Natural Accountability of a Mathematics Lesson. Mind, Culture, and Activity, 2016, 23, 65-91.	1.1	3

#	ARTICLE	IF	CITATIONS
150	Teachers, tasks, and tensions: lessons from a researchâ€‘practice partnership. <i>Journal of Mathematics Teacher Education</i> , 2016, 19, 169-185.	1.0	33
151	Adopting an International Innovation for Teacher Professional Development. <i>Journal of Teacher Education</i> , 2016, 67, 74-93.	2.0	63
152	Youngsters Solving Mathematical Problems with Technology. <i>Mathematics Education in the Digital Era</i> , 2016, , .	0.2	18
153	Teachersâ€™ professional practice conducting mathematical discussions. <i>Educational Studies in Mathematics</i> , 2016, 93, 51-66.	1.8	29
154	The same tasks, different learning opportunities: An analysis of two exemplary lessons in China and the U.S. from a perspective of variation. <i>Journal of Mathematical Behavior</i> , 2016, 41, 141-158.	0.5	12
155	Perspectives of Teachers on Youngsters Solving Mathematical Problems with Technology. <i>Mathematics Education in the Digital Era</i> , 2016, , 55-81.	0.2	0
156	Brief Report: The Instructor Experience of Fully Online Tertiary Mathematics: A Challenge and an Opportunity. <i>Journal for Research in Mathematics Education</i> , 2016, 47, 147-161.	1.0	15
157	Responding to childrenâ€™s mathematical thinking in the moment: an emerging framework of teaching moves. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 185-197.	1.3	97
158	Teaching and Learning Mathematics in Multilingual Classrooms. , 2016, , .		14
159	Eleventh-Grade High School Studentsâ€™ Accounts of Mathematical Metacognitive Knowledge: Explicitness and Systematicity. <i>International Journal of Science and Mathematics Education</i> , 2016, 14, 319-333.	1.5	4
160	The Role of Program Theory in Evaluation Research. <i>American Journal of Evaluation</i> , 2016, 37, 7-26.	0.6	14
161	Instructional reasoning about interpretations of student thinking that supports responsive teaching in secondary mathematics. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 69-82.	1.3	41
162	Future Learning in Primary Schools. , 2016, , .		3
163	Levels of arithmetic reasoning in solving an open-ended problem. <i>International Journal of Mathematical Education in Science and Technology</i> , 2016, 47, 356-372.	0.8	14
164	Prospective elementary teachersâ€™ responses to unanticipated incorrect solutions to problem-solving tasks. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 519-555.	1.0	18
165	Middle School Mathematics Instruction in Instructionally Focused Urban Districts. <i>Urban Education</i> , 2017, 52, 829-861.	1.2	27
166	Constructing an Inquiry Orientation from a Learning Theory Perspective: Democratizing Access through Task Design. <i>Primus</i> , 2017, 27, 75-95.	0.3	2
167	Answering the call by developing an online elementary mathematics specialist program. <i>Journal of Mathematical Behavior</i> , 2017, 46, 303-312.	0.5	12

#	ARTICLE	IF	CITATIONS
168	Examining Relations between Mathematics Teachers'™ Instructional Vision and Knowledge and Change in Practice. <i>American Journal of Education</i> , 2017, 123, 171-202.	0.7	28
169	Examining Relations between Teachers'™ Explanations of Sources of Students'™ Difficulty in Mathematics and Students'™ Opportunities to Learn. <i>Elementary School Journal</i> , 2017, 117, 345-370.	0.9	36
170	Student reflections on learning with challenging tasks: "I think the worksheets were just for practice, and the challenges were for maths"™. <i>Mathematics Education Research Journal</i> , 2017, 29, 283-311.	0.9	23
171	Fostering empirical examination after proof construction in secondary school geometry. <i>Educational Studies in Mathematics</i> , 2017, 96, 129-144.	1.8	25
172	Characterization of mathematics instructional practises for prospective elementary teachers with varying levels of self-efficacy in classroom management and mathematics teaching. <i>Mathematics Education Research Journal</i> , 2017, 29, 45-72.	0.9	7
174	Using comparison of multiple strategies in the mathematics classroom: lessons learned and next steps. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 585-597.	1.3	40
175	Blogging mathematics: Using technology to support mathematical explanations for learning fractions. <i>Computers and Education</i> , 2017, 111, 114-127.	5.1	9
176	Making sense and facing tensions: an investigation of core practice complexities. <i>Teaching Education</i> , 2017, 28, 257-278.	0.9	6
177	Learning to Notice Mathematics Instruction: Using Video to Develop Preservice Teachers' Vision of Ambitious Pedagogy. <i>Cognition and Instruction</i> , 2017, 35, 165-187.	1.9	101
178	Authority, Identity, and Collaborative Mathematics. <i>Journal for Research in Mathematics Education</i> , 2017, 48, 237-247.	1.0	39
179	Principles for designing mathematical tasks that enhance imitative and creative reasoning. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 937-949.	1.3	57
180	Student teachers'™ types of probing questions in inquiry-based mathematics teaching with and without GeoGebra. <i>International Journal of Mathematical Education in Science and Technology</i> , 2017, 48, 973-987.	0.8	14
181	Administrator Observation and Feedback: Does It Lead Toward Improvement in Inquiry-Oriented Math Instruction?. <i>Educational Administration Quarterly</i> , 2017, 53, 475-516.	2.1	27
182	What Mathematics Education May Prepare Students for the Society of the Future?. <i>International Journal of Science and Mathematics Education</i> , 2017, 15, 105-123.	1.5	170
183	Critiquing Statistics in Student and Professional Worlds. <i>Cognition and Instruction</i> , 2017, 35, 317-336.	1.9	6
184	Mathematics Classroom Observation Protocol for Practices (MCOP ²): A validation study. <i>Investigations in Mathematics Learning</i> , 2017, 9, 111-129.	0.7	26
185	Promoting formative assessment in a connected classroom environment: design and implementation of digital resources. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 755-767.	1.3	25
186	Research protocol: Teacher interventions aimed at engaging students in dialogic mathematics classroom discourse. <i>International Journal of Educational Research</i> , 2017, 86, 23-35.	1.2	6

#	ARTICLE	IF	CITATIONS
187	Enhancing students' mathematical reasoning in the classroom: teacher actions facilitating generalization and justification. <i>Educational Studies in Mathematics</i> , 2017, 96, 169-186.	1.8	51
188	The emergence of moral, professional, and political geographies in a clinically simulated parent-teacher interaction. <i>Teaching and Teacher Education</i> , 2017, 67, 237-245.	1.6	11
189	Rehearsals of Teaching and Opportunities to Learn Mathematical Knowledge for Teaching. <i>Cognition and Instruction</i> , 2017, 35, 188-211.	1.9	24
190	Understanding how teachers guide evidence construction conversations. <i>Science Education</i> , 2017, 101, 584-615.	1.8	31
191	Relationships between Observations of Elementary Mathematics Instruction and Student Achievement: Exploring Variability across Districts. <i>American Journal of Education</i> , 2017, 123, 615-646.	0.7	18
192	Preservice teachers' use of contrasting cases in mathematics instruction. <i>Instructional Science</i> , 2017, 45, 311-329.	1.1	4
193	Digital Technologies in Designing Mathematics Education Tasks. <i>Mathematics Education in the Digital Era</i> , 2017, , .	0.2	25
194	Developing interactive mathematical talk: investigating student perceptions and accounts of mathematical reasoning in a changing classroom context. <i>Cambridge Journal of Education</i> , 2017, 47, 475-492.	1.6	5
195	Enriching Students' Scientific Thinking Through Relational Reasoning: Seeking Evidence in Texts, Tasks, and Talk. <i>Educational Psychology Review</i> , 2017, 29, 105-117.	5.1	23
196	Two Large-Scale Professional Development Programs for Mathematics Teachers and Their Impact on Student Achievement. <i>International Journal of Science and Mathematics Education</i> , 2017, 15, 1281-1301.	1.5	13
197	A framework for planning and facilitating video-based professional development. <i>International Journal of STEM Education</i> , 2017, 4, 28.	2.7	29
198	Evidence for Cognitive Science Principles that Impact Learning in Mathematics. , 2017, , 297-325.		21
199	Pedagogical Tensions in Teacher's Questioning Practices in the Mathematics Classroom: A Case in Mainland China. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2017, 14, .	0.7	5
200	The Use of Learning Map Systems to Support the Formative Assessment in Mathematics. <i>Education Sciences</i> , 2017, 7, 41.	1.4	5
201	Mentoring as professional development intervention for mathematics teachers: A South African perspective. <i>Pythagoras</i> , 2017, 38, .	0.1	11
202	The role of video-based discussion in model for preparing professional development leaders. <i>International Journal of STEM Education</i> , 2017, 4, 29.	2.7	21
203	Aspectos da prática pedagógica considerados na elaboração de um caso multimídia para formação de professores que ensinam Matemática. <i>Ciência & Educação</i> , 2017, 23, 577-595.	0.4	3
204	Práticas do Professor na Discussão de Tarefas que Visam o Desenvolvimento do Sentido de Número: um estudo no Ensino Básico. <i>Bolema - Mathematics Education Bulletin</i> , 2017, 31, 323-343.	0.1	0

#	ARTICLE	IF	CITATIONS
205	The Power of Comparison in Mathematics Instruction: Experimental Evidence From Classrooms. , 2017, , 273-295.		5
206	Connections Between Teachersâ€™ Knowledge of Students, Instruction, and Achievement Outcomes. American Educational Research Journal, 2018, 55, 1076-1112.	1.6	50
207	The Instructional Quality Assessment as a tool for reflecting on instructional practice. ZDM - International Journal on Mathematics Education, 2018, 50, 427-444.	1.3	23
208	Using contextualized tasks to engage students in meaningful and worthwhile mathematics learning. Journal of Mathematical Behavior, 2018, 51, 95-108.	0.5	30
209	Explicating mathematical thinking in differential equations using a computer algebra system. International Journal of Mathematical Education in Science and Technology, 2018, 49, 680-704.	0.8	10
210	Improving cognitive and affective learning outcomes of students through mathematics instructional tasks of high cognitive demand. Journal of Educational Research, 2018, 111, 704-719.	0.8	17
211	Video analyses for research and professional development: the teaching for robust understanding (TRU) framework. ZDM - International Journal on Mathematics Education, 2018, 50, 491-506.	1.3	37
212	Grounded theory of productive practices for algebraic thinking. Investigations in Mathematics Learning, 2018, 10, 9-32.	0.7	3
213	Assistive learning technologies for students with visual impairments: A critical rehumanizing review. Investigations in Mathematics Learning, 2018, 10, 173-185.	0.7	5
214	Language and Communication in Mathematics Education. ICME-13 Monographs, 2018, , .	1.0	9
215	A Teacherâ€™s Use of Revoicing in Mathematical Discussions. ICME-13 Monographs, 2018, , 157-169.	1.0	3
216	Will Teachers Create Opportunities for Discussion when Teaching Proof in a Geometry Classroom?. International Journal of Science and Mathematics Education, 2018, 16, 167-181.	1.5	4
217	The Relationship between Pre-service Mathematics Teachersâ€™ Focus on Student Thinking in Lesson Analysis and Lesson Planning Tasks. International Journal of Science and Mathematics Education, 2018, 16, 337-356.	1.5	11
218	Connections of Primary Teachersâ€™ Actions and Pupilsâ€™ Solutions to an Open Problem. International Journal of Science and Mathematics Education, 2018, 16, 967-983.	1.5	9
219	The Right â€œFitâ€: Exploring Science Teacher Candidatesâ€™ Approaches to Natural Selection Within a Clinical Simulation. Research in Science Education, 2018, 48, 637-661.	1.4	3
220	The importance of structure, clarity, representation, and language in elementary mathematics instruction. Investigations in Mathematics Learning, 2018, 10, 106-127.	0.7	4
221	Mathematics Matters in Education. Advances in STEM Education, 2018, , .	0.5	3
222	Examining the design features of a communication-rich, problem-centred mathematics professional development. International Journal of Mathematical Education in Science and Technology, 2018, 49, 323-340.	0.8	3

#	ARTICLE	IF	CITATIONS
223	Supporting girls'™ and boys'™ engagement in math and science learning: A mixed methods study. <i>Journal of Research in Science Teaching</i> , 2018, 55, 271-298.	2.0	100
224	Generating, Appraising, and Revising Representations of Mathematics Teaching with Prospective Teachers. <i>Advances in Mathematics Education</i> , 2018, , 249-264.	0.2	5
225	Professional development of mathematics teachers toward the facilitation of small-group collaboration. <i>Educational Studies in Mathematics</i> , 2018, 97, 273-298.	1.8	10
227	Noticing numeracy now! Examining changes in preservice teachers'™ noticing, knowledge, and attitudes. <i>Mathematics Education Research Journal</i> , 2018, 30, 209-232.	0.9	26
228	Conflicting frames: a case of misalignment between professional development efforts and a teacher'™s practice in a high school mathematics classroom. <i>Educational Studies in Mathematics</i> , 2018, 97, 21-37.	1.8	11
229	An intensification approach to double-block algebra: A pilot implementation of Intensified Algebra in a large urban school district. <i>Journal of Educational Research</i> , 2018, 111, 95-107.	0.8	4
230	Inquiry-Oriented Instruction: A Conceptualization of the Instructional Principles. <i>Primus</i> , 2018, 28, 13-30.	0.3	41
231	Bridging Cognitive Science and Real Classrooms: A Video Methodology for Experimental Research. <i>Journal of Experimental Education</i> , 2018, 86, 671-689.	1.6	4
232	Mathematical sense-making through learner choice. <i>Pythagoras</i> , 2018, 39, .	0.1	1
233	A Primer on Small Group Instruction in Undergraduate Mathematics. <i>Primus</i> , 2018, 28, 904-919.	0.3	2
234	Extending Universal Design for Learning through Concurrent Enrollment: Algebra Teachers'™ Perspectives. <i>Education Sciences</i> , 2018, 8, 154.	1.4	2
235	La prÁctica docente del profesor: La ense±anza de fracciones en un aula de primaria a travÃs de situaciones-problema. <i>Educatio Siglo XXI</i> , 2018, 36, 177-200.	0.4	2
237	The Interactive Whiteboard and the Development of Dialogic Interaction in the Context of Problem-Solving. <i>Research in Mathematics Education</i> , 2018, , 101-127.	0.1	0
238	Promover o RaciocÃnio MatemÃtico dos Alunos: uma investigaÃ£o baseada em design. <i>Bolema - Mathematics Education Bulletin</i> , 2018, 32, 781-801.	0.1	15
240	Learning Through School Science Investigation. , 2018, , .		5
241	Learning trajectories towards strategy proficiency in multi-digit division â€“ A latent transition analysis of strategy and error profiles. <i>Learning and Individual Differences</i> , 2018, 66, 54-69.	1.5	7
242	An international perspective on knowledge in teaching mathematics. <i>Journal of Mathematical Behavior</i> , 2018, 51, 71-79.	0.5	9
243	Representational Fluency: A Means for Students to Develop STEM Literacy. <i>Models and Modeling in Science Education</i> , 2018, , 13-30.	0.6	3

#	ARTICLE	IF	CITATIONS
244	Práticas de Discussão em Sala de Aula de Matemática: os casos de dois professores. <i>Bolema - Mathematics Education Bulletin</i> , 2018, 32, 398-418.	0.1	5
245	Supporting teachers to negotiate uncertainty for science, students, and teaching. <i>Science Education</i> , 2018, 102, 771-795.	1.8	89
246	Fostering questions in class: How to create and maintain a learning environment that encourages students to ask questions. , 2018, , .		0
247	Leading for Instructional Improvement in the Context of Accountability: Central Office Leadership. <i>Journal of Cases in Educational Leadership</i> , 2018, 21, 28-42.	0.2	1
248	Prospective Mathematics Teachers' Perspectives on Technology. <i>ICME-13 Monographs</i> , 2018, , 125-142.	1.0	4
249	Arguments constructed within the mathematical modelling cycle. <i>International Journal of Mathematical Education in Science and Technology</i> , 2019, 50, 292-314.	0.8	13
250	Using Performance Tasks within Simulated Environments to Assess Teachers' Ability to Engage in Coordinated, Accumulated, and Dynamic (CAD) Competencies. <i>International Journal of Testing</i> , 2019, 19, 128-147.	0.2	17
251	An Inferentialist Perspective on How Note-taking can Constrain the Orchestration of Math-Talk. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 1121-1133.	1.0	5
252	Which research can support PD facilitators? Strategies for content-related PD research in the Three-Tetrahedron Model. <i>Journal of Mathematics Teacher Education</i> , 2019, 22, 407-425.	1.0	38
253	Changing teaching practices towards explorative mathematics instruction – The interweaving of teacher identity and pedagogical discourse. <i>Teaching and Teacher Education</i> , 2019, 86, 102862.	1.6	15
254	Teacher's visual attention when scaffolding collaborative mathematical problem solving. <i>Teaching and Teacher Education</i> , 2019, 86, 102877.	1.6	40
255	Technology in Mathematics Teaching. <i>Mathematics Education in the Digital Era</i> , 2019, , .	0.2	6
256	Comparing Pre-Service Teachers' PCK Through 9E Instructional Practice: A Case of Mathematics and Technology Pre-Service Teachers. <i>Africa Education Review</i> , 2019, 16, 101-116.	0.1	4
257	After eliciting: Variation in elementary mathematics teachers' discursive pathways during collaborative problem solving. <i>Journal of Mathematical Behavior</i> , 2019, 56, 100736.	0.5	10
258	Facilitating the use of video with teachers of mathematics: learning from staying with the detail. <i>International Journal of STEM Education</i> , 2019, 6, 5.	2.7	32
259	Teaching Practices That Support Student Sensemaking Across Grades and Disciplines: A Conceptual Review. <i>Review of Research in Education</i> , 2019, 43, 227-248.	0.8	38
260	Relations Between Task Design and Students' Utilization of GeoGebra. <i>Digital Experiences in Mathematics Education</i> , 2019, 5, 223-251.	1.0	12
261	Validity Evidence Supporting Use of Anchoring Vignettes to Measure Teaching Practice. <i>Educational Assessment</i> , 2019, 24, 155-188.	0.6	4

#	ARTICLE	IF	CITATIONS
263	Three modes of STEM integration for middle school mathematics teachers. <i>School Science and Mathematics</i> , 2019, 119, 287-296.	0.5	12
264	Student-centered Practices for Student Mathematical Agency and Engagement. , 2019, , 151-168.		2
265	Collaborative Effort to Develop Middle School Preservice Teachers's Mathematical Knowledge. <i>Primus</i> , 2019, 29, 965-981.	0.3	0
266	The Inquiry-Oriented Instructional Measure. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2019, 5, 183-204.	1.3	15
267	Compendium for Early Career Researchers in Mathematics Education. <i>ICME-13 Monographs</i> , 2019, , .	1.0	28
268	Applying Design-Based Research Findings to Improve the Common Core State Standards for Data and Statistics in Grades 4-6. <i>Journal of Statistics Education</i> , 2019, 27, 29-36.	1.4	4
269	Online content-focused coaching to improve classroom discussion quality. <i>Technology, Pedagogy and Education</i> , 2019, 28, 191-215.	3.3	13
270	Teachers' goals predict computational thinking gains in robotics. <i>Information and Learning Science</i> , 2019, 120, 308-326.	0.8	13
271	Promoting Student Success in Statistics Courses by Tapping Diverse Cognitive Abilities. <i>Teaching of Psychology</i> , 2019, 46, 140-145.	0.7	2
272	Investigating algorithmic and creative reasoning strategies by eye tracking. <i>Journal of Mathematical Behavior</i> , 2019, 55, 100701.	0.5	27
273	Tracking a learner's verbal participation in science over time: Analysis of talk features within a social context. <i>Science Education</i> , 2019, 103, 561-589.	1.8	6
274	Teachers' Judgments of Student Learning of Mathematics. , 2019, , 678-695.		11
275	Problem Solving in Mathematics Instruction and Teacher Professional Development. <i>Research in Mathematics Education</i> , 2019, , .	0.1	7
276	Secondary students' proof constructions in mathematics: The role of written versus oral mode of argument representation. <i>Review of Education</i> , 2019, 7, 156-182.	1.1	18
277	Lesson study design features for supporting collaborative teacher learning. <i>Teaching and Teacher Education</i> , 2019, 77, 352-365.	1.6	47
278	Two mathematics teacher educators' efforts to improve teaching and learning processes: An action research study. <i>Teaching and Teacher Education</i> , 2019, 78, 28-38.	1.6	4
279	From ritual to explorative participation in discourse-rich instructional practices: a case study of teacher learning through professional development. <i>Educational Studies in Mathematics</i> , 2019, 101, 273-289.	1.8	18
280	Lesson study as a trigger for preservice physics and chemistry teachers' learning about inquiry tasks and classroom communication. <i>International Journal for Lesson and Learning Studies</i> , 2019, 8, 79-96.	0.6	10

#	ARTICLE	IF	CITATIONS
281	Using TIMSS items to evaluate the effectiveness of different instructional practices. <i>Instructional Science</i> , 2019, 47, 1-18.	1.1	25
282	Deconstructing teacher expertise for inquiry-based teaching: Looking into consensus building pedagogy in Japanese classrooms. <i>Teaching and Teacher Education</i> , 2019, 77, 366-377.	1.6	14
283	An in-service primary teacher's implementation of mathematical tasks: the case of length measurement and perimeter instruction. <i>International Journal of Mathematical Education in Science and Technology</i> , 2019, 50, 486-505.	0.8	2
284	Key memorable events: A lens on affect, learning, and teaching in the mathematics classroom. <i>Journal of Mathematical Behavior</i> , 2019, 54, 100673.	0.5	14
285	Two Views of Culture and Their Implications for Mathematics Teaching and Learning. <i>Urban Education</i> , 2019, 54, 860-884.	1.2	14
286	Teaching primary mathematics with challenging tasks: How should lessons be structured?. <i>Journal of Educational Research</i> , 2019, 112, 98-109.	0.8	10
287	Teachers' Perceptions of Students When Observing Lessons Involving Challenging Tasks. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 759-779.	1.5	20
288	Anticipating students' reasoning and planning prompts in structured problem-solving lessons. <i>Mathematics Education Research Journal</i> , 2019, 31, 1-25.	0.9	10
289	How teachers learn to maintain the cognitive demand of tasks through Lesson Study. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 293-310.	1.0	24
290	Reasoning about Representations: Effects of an Early Math Intervention. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 782-800.	1.0	15
291	Following the Traces of Teachers' Talk-Moves in Their Students' Verbal and Written Responses. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 509-528.	1.5	10
292	Five Practices for Supporting Inquiry in Analysis. <i>Primus</i> , 2020, 30, 19-35.	0.3	6
293	The Nature and Quality of Algebra Instruction: Using a Content-Focused Observation Tool as a Lens for Understanding and Improving Instructional Practice. <i>Cognition and Instruction</i> , 2020, 38, 57-86.	1.9	13
294	An Integral Part of Facilitating Mathematical Discussions: Follow-up Questioning. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 377-398.	1.5	15
295	Abandoning questions with unpredictable answers. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 555-577.	1.0	4
296	Teachers' Behaviors, Epistemological Beliefs, and Their Interplay in Lessons on the Topic of Problem Solving. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 903-924.	1.5	25
297	A visual learning analytics (VLA) approach to video-based teacher professional development: Impact on teachers' beliefs, self-efficacy, and classroom talk practice. <i>Computers and Education</i> , 2020, 144, 103670.	5.1	32
298	Orchestrating Mathematical Classroom Discourse About Various Solution Methods: Case Study of a Teacher's Development. <i>Journal Fur Mathematik-Didaktik</i> , 2020, 41, 357-389.	1.0	13

#	ARTICLE	IF	CITATIONS
299	Mathematics Graduate Student Instructor Observation Protocol (GSIOP): Development and Validation Study. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2020, 6, 186-212.	1.3	4
300	Strategy diversity in early mathematics classrooms. <i>Contemporary Educational Psychology</i> , 2020, 60, 101834.	1.6	10
301	Examining the Alignment of Mathematics Instructional Practices and Mathematics Vocabulary between Core and Intervention Materials. <i>Learning Disabilities Research and Practice</i> , 2020, 35, 14-24.	0.9	3
302	How Research Sheds Light on the Pivotal Role of Mentors in Teacher Preparation. <i>Journal of Teacher Education</i> , 2020, 71, 6-8.	2.0	4
303	Prospective and In-Service Mathematics Teachers'™ Attention to a Rich Mathematics Task While Planning its Implementation in the Classroom. <i>International Journal of Science and Mathematics Education</i> , 2020, , 1.	1.5	5
304	Comparing Student Proofs to Explore a Structural Property in Abstract Algebra. <i>Primus</i> , 2020, , 1-17.	0.3	0
305	Maintaining rich dialogic interactions in the transition to synchronous online learning. <i>Information and Learning Science</i> , 2020, 121, 391-400.	0.8	5
306	Connecting with Teachers through Modeling in Mathematical Biology. <i>Bulletin of Mathematical Biology</i> , 2020, 82, 98.	0.9	4
307	Mathematics Coaching for Conceptual Understanding: Promising Evidence Regarding the Tennessee Math Coaching Model. <i>Educational Evaluation and Policy Analysis</i> , 2020, 42, 439-466.	1.6	23
308	Analysis of the final comments provided by a knowledgeable other in lesson study. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 507-528.	1.0	13
309	Using positioning theory to examine how students collaborate in groups in mathematics. <i>International Journal of Educational Research</i> , 2020, 103, 101632.	1.2	7
310	How linguistic features and patterns of discourse moves influence authority structures in the mathematics classroom. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 587-612.	1.0	6
311	A joke on precision? Revisiting "precision" in the school mathematics discourse. <i>Educational Studies in Mathematics</i> , 2020, 104, 369-384.	1.8	2
312	"So what are we working on?" how student authority relations shift during collaborative mathematics activity. <i>Educational Studies in Mathematics</i> , 2020, 104, 333-349.	1.8	21
313	An emerging community in online mathematics teacher professional development: an interactional perspective. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 63-89.	1.0	9
314	Students'™ Possibilities to Learn From Group Discussions Integrated in Whole-class Teaching in Mathematics. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 1020-1036.	1.0	6
315	Adapting a professional development program for cognitively demanding instruction across shifting contexts. <i>Educational Studies in Mathematics</i> , 2020, 104, 385-403.	1.8	8
316	Elementary Mathematics Curriculum Materials. <i>Research in Mathematics Education</i> , 2020, , .	0.1	10

#	ARTICLE	IF	CITATIONS
317	Exploring pre-service technology teachers' content and instructional knowledge to determine teaching readiness. <i>International Journal of Technology and Design Education</i> , 2021, 31, 531-544.	1.7	2
318	Elementary teachers' beliefs on the role of struggle in the mathematics classroom. <i>Journal of Mathematical Behavior</i> , 2020, 58, 100774.	0.5	8
320	Expansive framing as pragmatic theory for online and hybrid instructional design. <i>Educational Technology Research and Development</i> , 2020, 68, 751-782.	2.0	10
321	"How I show up for Brown and Black students": Asian American male mathematics teachers seeking solidarity. <i>Race Ethnicity and Education</i> , 2020, 23, 432-453.	1.9	13
322	Day by Day: Investigating Variation in Elementary Mathematics Instruction That Supports the Common Core. <i>Educational Researcher</i> , 2020, 49, 176-187.	3.3	9
323	An Exploration of Conferences Between a Preservice and Inservice Teacher About Mathematical Discourse. <i>Teacher Educator</i> , 2020, 55, 66-87.	0.8	1
324	When bibliometrics met mathematics education research: the case of instrumental orchestration. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 1455-1469.	1.3	25
325	Instructional practice in algebra: Building from existing practices to inform an incremental improvement approach. <i>Teaching and Teacher Education</i> , 2020, 91, 103030.	1.6	7
326	Teachers' responses to student mathematical thinking in Chinese elementary mathematics classrooms. <i>School Science and Mathematics</i> , 2020, 120, 45-54.	0.5	3
327	The Problem-Based Threshold: Shifting Pre-Service Teachers' Thinking About Mathematics Instruction. <i>Teacher Educator</i> , 2020, 55, 88-106.	0.8	1
328	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
329	Exploring Factors that Influence Collaborative Problem Solving Awareness in Science Education. <i>Technology, Knowledge and Learning</i> , 2020, 25, 337-366.	3.1	19
330	Factors in a professional learning program to support a teacher's growth in mathematical reasoning and its pedagogy. <i>Mathematics Education Research Journal</i> , 2021, 33, 409-433.	0.9	3
331	Revisiting purpose and conceptualisation in the design of assessments of mathematics teachers' knowledge. <i>Research in Mathematics Education</i> , 2020, 22, 209-224.	1.0	1
332	What Preservice Teachers Say and Do When Deciphering Students' Multiple Solution Strategies. <i>Elementary School Journal</i> , 2020, 120, 373-398.	0.9	0
333	Does calling it "Morgan's way" reduce student learning? Evaluating the effect of person's presentation during comparison and discussion of worked examples in mathematics classrooms. <i>Applied Cognitive Psychology</i> , 2020, 34, 825-836.	0.9	4
334	Advancing Cognitively Demanding Tasks in Undergraduate Classrooms: Using Graduate Student Discussion Groups & the Task Analysis Guide in Science (TAGS) as Leverage. <i>American Biology Teacher</i> , 2020, 82, 53-57.	0.1	2
335	Exploring Educator Values Alignment Strategies in an Intervention Context: The Emergence of the Beacon Strategy. <i>ECNU Review of Education</i> , 2021, 4, 327-348.	1.3	15

#	ARTICLE	IF	CITATIONS
337	Pre-service secondary mathematics teachers'™ anticipation and identification of students'™ thinking in the context of modelling problems. <i>International Journal of Mathematical Education in Science and Technology</i> , 2021, 52, 208-236.	0.8	3
338	PRÁTICAS FORMATIVAS NA FORMAÇÃO INICIAL DOCENTE: O CASO DO CONSÓRCIO DE PRÁTICA ESSENCIAL. <i>Educação Em Revista</i> , 0, 37, .	0.1	1
339	Creating Cultures of Daring Greatly for Early-Career Teachers and Early-Career Faculty. <i>Advances in Higher Education and Professional Development Book Series</i> , 2021, , 329-348.	0.1	0
340	The Work of Coaching in Rehearsals to Enlist Mathematical Knowledge for Teaching. <i>Advances in STEM Education</i> , 2021, , 165-181.	0.5	2
342	Implementation and efficacy of a teacher intervention in dialogic mathematics classroom discourse in Hong Kong primary schools. <i>International Journal of Educational Research</i> , 2021, 107, 101758.	1.2	5
343	Práticas de Ensino Exploratório de Matemática e a Mobilização/Desenvolvimento do Conhecimento Matemático para o Ensino por Participantes do PIBID. <i>Bolema - Mathematics Education Bulletin</i> , 2021, 35, 314-342.	0.1	0
344	Number Sense and Flexibility of Calculation: A Common Focus on Number Relations. , 2021, , 19-40.		3
345	Teachers'™ Use of Students'™ Mathematical Ideas in Mathematical Modeling. <i>Early Mathematics Learning and Development</i> , 2021, , 169-194.	0.3	0
346	Constructing shared mathematical meanings in the classroom with digital artifacts that simulate real-world phenomena. <i>Mathematics Education Research Journal</i> , 2022, 34, 789-811.	0.9	4
347	Investigation 21. Academically Productive Interaction. , 2021, , 465-477.		0
348	Designing and enacting instruction that enhances language for mathematics learning: a review of the state of development and research. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 245-262.	1.3	58
349	Selecting Mathematical Tasks for Assessing Student'™s Understanding: Pre-Service Teachers'™ Sensitivity to and Adaptive Use of Diagnostic Task Potential in Simulated Diagnostic One-To-One Interviews. <i>Frontiers in Education</i> , 2021, 6, .	1.2	11
350	Students'™ agency, creative reasoning, and collaboration in mathematical problem solving. <i>Mathematics Education Research Journal</i> , 2022, 34, 813-834.	0.9	8
351	Conceptualizing important facets of teacher responses to student mathematical thinking. <i>International Journal of Mathematical Education in Science and Technology</i> , 2022, 53, 2583-2608.	0.8	1
352	Coach learning to help teachers learn to enact conceptually rich, student-focused mathematics lessons. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 321-346.	1.0	5
353	Understanding the choice and use of examples in mathematics teacher education multilingual classrooms. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 475-488.	1.3	2
354	Instructional Moves that Increase Chances of Engaging All Students in Learning Mathematics. <i>Mathematics</i> , 2021, 9, 582.	1.1	3
355	Teacher Support for Argumentation: An Examination of Beliefs and Practice. <i>Journal for Research in Mathematics Education</i> , 2021, 52, 213-247.	1.0	6

#	ARTICLE	IF	CITATIONS
356	Designing and Validating a Coding Scheme for Analysis of Teacher Discourse Behaviours in Mathematics Classrooms. <i>Journal of Education for Teaching</i> , 2021, 47, 337-352.	1.1	4
357	O planejamento de aulas assentes no ensino explorat3rio de Matem3tica desenvolvidas no ensino remoto de emerg3ncia. <i>Educa33o Matem3tica Debate</i> , 2021, 5, 1-26.	0.2	0
358	How Chinese Teach Mathematics: Canadian Teachers' Perspectives. <i>Frontiers of Education in China</i> , 2021, 16, 31-59.	2.2	0
359	Affordances and constraints of mathematics-specific observation frameworks and general elements of teaching quality. <i>Studies in Educational Evaluation</i> , 2021, 68, 100956.	1.2	10
360	Towards a research base for textbooks as teacher support: the case of engaging students in active knowledge organization in the KOSIMA project. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 1233-1248.	1.3	9
361	Conceptualizing content-related PD facilitator expertise. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 403-428.	1.0	4
362	Pr3tica profissional de professores dos anos iniciais e o pensamento alg3brico: contribui33es a partir de uma forma33o continuada Teachers' Professional Practice in Early Years and Algebraic Thinking: Contributions from In-Service Training. <i>Educa33o Matem3tica Pesquisa Revista Do Programa De Estudos P3s-Graduados Em Educa33o Matem3tica</i> , 2021, 23, 171-200.	0.1	2
363	Principles for the design of a fully-resourced, coherent, research-informed school mathematics curriculum. <i>Journal of Curriculum Studies</i> , 2021, 53, 621-641.	1.2	5
364	Comparing and Discussing Multiple Strategies: An Approach to Improving Algebra Instruction. <i>Journal of Experimental Education</i> , 2023, 91, 1-19.	1.6	16
365	Learning Mathematics From Home During COVID-19: Insights From Two Inquiry-Focussed Primary Schools. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2021, 17, em1957.	0.7	24
366	Decentering framework: A characterization of graduate student instructors' actions to understand and act on student thinking. <i>Mathematical Thinking and Learning</i> , 2022, 24, 99-122.	0.7	9
367	Networking frameworks: a method for analyzing the complexities of classroom cultures focusing on justifying. <i>Educational Studies in Mathematics</i> , 2021, 107, 285-314.	1.8	3
368	Commognitive conflicts as a learning mechanism towards explorative pedagogical discourse. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 347-369.	1.0	3
369	Impact and Design of a National-scale Professional Development Program for Mathematics Teachers. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 744-759.	1.0	2
370	Redesigning Mathematical Curriculum for Blended Learning. <i>Education Sciences</i> , 2021, 11, 165.	1.4	13
371	Tarefas para a aprendizagem de professores que ensinam matem3tica nos anos iniciais. <i>Zetetike</i> , 0, 29, e021009.	0.1	2
372	Collaborative learning in mathematics classrooms: Can teachers understand progress of concurrent collaborating groups?. <i>Computers and Education</i> , 2021, 165, 104151.	5.1	13
373	An Empirically Grounded System of Supports for Improving the Quality of Mathematics Teaching on a Large Scale. <i>Implementation and Replication Studies in Mathematics Education</i> , 2021, 1, 77-110.	0.5	11

#	ARTICLE	IF	CITATIONS
374	Building on student mathematical thinking in whole-class discourse: exploring teachers' in-the-moment decision-making, interpretation, and underlying conceptions. <i>Journal of Mathematics Teacher Education</i> , 0, , 1.	1.0	2
375	Designing and Teaching an Undergraduate Mathematical Modeling Course for Mathematics Majors and Minors. <i>Primus</i> , 2022, 32, 764-784.	0.3	1
376	Coaching that supports teachers' learning to enact ambitious instruction. <i>Instructional Science</i> , 2021, 49, 877-898.	1.1	6
377	What affordances do open-ended real-life tasks offer for sharing student agency in collaborative problem-solving?. <i>Educational Studies in Mathematics</i> , 2022, 109, 115-136.	1.8	9
378	Examining how middle grade mathematics students seize learning opportunities through conflict in small groups. <i>Mathematical Thinking and Learning</i> , 2023, 25, 208-231.	0.7	6
379	Instructional coaches' framing of a mathematics reform. <i>International Journal of Mentoring and Coaching in Education</i> , 2021, ahead-of-print, .	0.7	0
380	A framework for capturing structural variation in flipped mathematics instruction. <i>International Journal of Mathematical Education in Science and Technology</i> , 2023, 54, 639-670.	0.8	2
381	Generating mathematical knowledge in the classroom through proof, refutation, and abductive reasoning. <i>Educational Studies in Mathematics</i> , 2022, 109, 567-591.	1.8	12
382	Ações de Formação de Professores de Matemática e o Movimento de Construção de sua Identidade Profissional. <i>Perspectivas Da Educação Matemática</i> , 2021, 14, 1-26.	0.1	2
383	Using Rich Narratives to Engage Students in Worthwhile Mathematics: Children's Literature, Movies and Short Films. <i>Education Sciences</i> , 2021, 11, 588.	1.4	2
384	Students' resistance to learning mathematics through investigations. <i>Journal of Curriculum Studies</i> , 0, , 1-24.	1.2	1
385	"I stewed over that number set for like an hour last night": Purposeful selection of numbers for fraction story problems. <i>Journal of Mathematical Behavior</i> , 2021, 64, 100909.	0.5	3
386	Novice facilitators' changes in practices: From launching to managing discussions about mathematics teaching. <i>Journal of Mathematical Behavior</i> , 2021, 64, 100901.	0.5	5
387	How Teachers Deal with Students' Mathematical Reasoning When Promoting Whole-Class Discussion During the Teaching of Algebra. , 2021, , 239-264.		0
388	Student Attitudes Towards Learning Mathematics Through Challenging, Problem Solving Tasks: "It's so Hard in a Good Way". <i>International Electronic Journal of Elementary Education</i> , 2021, 13, 215-225.	0.6	10
389	Os Desafios da Abordagem Exploratória no Ensino da Matemática: aprendizagens de duas futuras professoras através do estudo de aula. <i>Bolema - Mathematics Education Bulletin</i> , 2021, 35, 343-364.	0.1	7
390	Assessing impact of a Teacher professional development program on student problem-solving performance. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 799-816.	1.3	8
391	Two Primary Teachers Developing their Teaching Problem-solving during Three-year In-service Training. <i>International Electronic Journal of Mathematics Education</i> , 2021, 16, em0624.	0.3	2

#	ARTICLE	IF	CITATIONS
392	Practicing Culturally Responsive Mathematics Teaching. <i>The Mathematics Teacher</i> , 2021, 114, 6-15.	0.1	5
393	Using Designed Instructional Activities to Enable Novices to Manage Ambitious Mathematics Teaching. <i>Journal of Mathematical Education in Science and Technology</i> , 2010, , 129-141.		163
394	Expertise in Mathematics Instruction. <i>Journal of Mathematical Education in Science and Technology</i> , 2011, , .		18
395	Exploring Korean Teacher Classroom Expertise in Sociomathematical Norms. <i>Journal of Mathematical Education in Science and Technology</i> , 2011, , 243-262.		2
396	Images of Expertise in Mathematics Teaching. <i>Journal of Mathematical Education in Science and Technology</i> , 2011, , 41-60.		12
397	Creating and Sustaining Online Problem Solving Forums: Two Perspectives. <i>ICME-13 Monographs</i> , 2019, , 263-287.	1.0	2
398	How Curriculum Materials Support Teachers' Noticing of Student Thinking. <i>Research in Mathematics Education</i> , 2020, , 195-226.	0.1	2
399	A Review of Conceptions of Secondary Mathematics in Integrated STEM Education: Returning Voice to the Silent M. <i>Advances in STEM Education</i> , 2020, , 67-90.	0.5	11
400	Transforming Mathematics Education: The Role of Textbooks and Teachers. <i>Advances in Mathematics Education</i> , 2014, , 153-172.	0.2	8
402	Facilitating Video-Based Professional Development: Planning and Orchestrating Productive Discussions. <i>Advances in Mathematics Education</i> , 2014, , 259-281.	0.2	30
403	What Can You Infer from This Example? Applications of Online, Rich-Media Tasks for Enhancing Pre-service Teachers' Knowledge of the Roles of Examples in Proving. <i>Mathematics Education in the Digital Era</i> , 2017, , 215-235.	0.2	5
404	“Everything Matters”: Mexican-American Prospective Elementary Teachers Noticing Issues of Status and Participation While Learning to Teach Mathematics. <i>Journal of Mathematical Education in Science and Technology</i> , 2017, , 215-229.		7
405	The Dual Modelling Cycle Framework: Report on an Australian Study. <i>International Perspectives on the Teaching and Learning of Mathematical Modelling</i> , 2017, , 411-419.	0.5	1
406	Practice-Based Initial Teacher Education: Developing Inquiring Professionals. <i>ICME-13 Monographs</i> , 2018, , 1-18.	1.0	2
407	Noticing in Pre-service Teacher Education: Research Lessons as a Context for Reflection on Learners' Mathematical Reasoning and Sense-Making. <i>ICME-13 Monographs</i> , 2018, , 731-748.	1.0	8
408	Enacting Curriculum Reform Through Lesson Study in the Irish Post-primary Mathematics Classroom. <i>ICME-13 Monographs</i> , 2018, , 65-85.	1.0	4
410	Mathematics Teacher Development in the Context of District Managed Curriculum. <i>Advances in Mathematics Education</i> , 2014, , 351-376.	0.2	3
411	Educational Design Research to Support System-Wide Instructional Improvement. <i>Advances in Mathematics Education</i> , 2015, , 497-530.	0.2	8

#	ARTICLE	IF	CITATIONS
412	Personalising Mathematics for Low Ses Students in Schools with Open-Plan Settings. , 2015, , 121-141.		1
413	Operationalising Wengerâ€™s Communities of Practice Theory for Use in Multilingual Mathematics Teacher Education Contexts. , 2016, , 173-193.		3
414	The Culture of the Mathematics Classroom During the First School Years in Finland and Sweden. Early Mathematics Learning and Development, 2015, , 185-198.	0.3	6
415	Developing Teachersâ€™ Technological Pedagogical Mathematics Knowledge (TPMK) to Build Studentsâ€™ Capacity to Think and Communicate in Mathematics Classrooms. , 2016, , 129-145.		5
416	Teaching undergraduate mathematics fully online: a review from the perspective of communities of practice. International Journal of Educational Technology in Higher Education, 2020, 17, .	4.5	23
417	Teaching and Learning Science through Multiple Representations: Intuitions and Executive Functions. CBE Life Sciences Education, 2020, 19, ar61.	1.1	5
418	FormaÃ§Ã£o de professores dos primeiros anos em articulaÃ§Ã£o com o contexto de prÃ¡tica de ensino de matemÃ¡tica. Revista Latinoamericana De Investigacion En Matematica Educativa, 2023, 20, 71-94.	0.1	11
419	Matematik Ã–Äyretmen AdaylarÄ±n Ders PlanlarÄ±n Teknoloji Entegrasyonu AÄ±sÄ±ndan DeÄylerlendirilmesi. EskiÅyehir Osmangazi Äcenersitesi Sosyal Bilimler Dergisi, 0, 20, 1137-1166.	0.2	7
420	Professional learning opportunities in a practice-based teacher education programme about the concept of function. Acta Scientiae, 2019, 21, .	0.1	9
421	Principles and Guidelines for Equitable Mathematics Teaching Practices and Materials for English Language Learners. , 2013, 6, .		96
422	Fallacious argumentation in student reasoning: Are there benefits?. European Journal of Science and Mathematics Education, 2014, 2, 27-38.	0.5	6
423	Computer-Supported Academically Productive Discourse. , 2015, , 219-230.		1
425	PrÃ¡ticas profissionais dos professores de MatemÃ¡tica. Avances De Investigacion En Educacion Matematica, 2012, , .	0.5	5
426	Education and the social brain: linking language, thinking, teaching and learning. Education Et Didactique, 2016, 10, 9-23.	0.1	6
427	Technology Integration in Mathematics. , 2012, , 337-356.		1
428	Supporting Mathematical Communication through Technology. Advances in Educational Technologies and Instructional Design Book Series, 2013, , 23-37.	0.2	7
429	Prospective Teachers' Incorporation of Technology in Mathematics Lesson Plans. Advances in Higher Education and Professional Development Book Series, 2016, , 272-292.	0.1	3
430	Mathematics Teachers' Perspectives on Professional Development Around Implementing High Cognitive Demand Tasks. Advances in Higher Education and Professional Development Book Series, 2017, , 538-560.	0.1	2

#	ARTICLE	IF	CITATIONS
431	Scaffolding Ambitious Instruction. Advances in Higher Education and Professional Development Book Series, 0, , 322-347.	0.1	1
432	Assessment in 21st Century Learning. Advances in Early Childhood and K-12 Education, 2020, , 346-367.	0.2	1
433	Handbook of Formative Assessment in the Disciplines. , 0, , .		18
434	Knowledge Needed by a Teacher to Provide Analytic Scaffolding During Undergraduate Mathematics Classroom Discussions. Journal for Research in Mathematics Education, 2009, 40, 530-562.	1.0	90
435	Leveraging Student Thinking to Foster Productive Discussions. The Mathematics Teacher, 2020, 113, 995-1002.	0.1	4
436	The Durability and Invisibility of Practice Fields: Insights from Math Teachers Doing Math. Cognition and Instruction, 0, , 1-28.	1.9	1
437	Distance mathematics teaching in Flanders, Germany, and the Netherlands during COVID-19 lockdown. Educational Studies in Mathematics, 2021, 108, 35-64.	1.8	36
438	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
439	Teaching as a system: COVID-19 as a lens into teacher change. Educational Studies in Mathematics, 2021, , 1-17.	1.8	7
442	Application Problems in Primary School Mathematics. , 2010, , 63-77.		0
443	Discourse + Technology/Collaborative Learning = Fraction Success. Journal of Curriculum and Instruction, 2011, 5, .	0.3	0
445	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
446	Teaching as Problem Solving. , 2013, , 125-138.		1
447	The Value of Why for Student and Teacher Learning. Networks an Online Journal for Teacher Research, 2013, 15, 405-405.	0.3	0
449	4 Communication in the Mathematics Classroom. , 2013, , 242-248.		1
450	A Framework for Developing Robust Online Professional Development Materials to Support Teacher Practice under the Common Core. , 2014, , 719-731.		0
451	Chapter 8. Learning while teaching: How classroom discourse practices mediate mathematics teachers' learning about student thinking. Language Studies, Science and Engineering, 2014, , 123-142.	0.0	1
452	Exploratory Activity in the Mathematics Classroom. Advances in Mathematics Education, 2014, , 103-125.	0.2	3

#	ARTICLE	IF	CITATIONS
453	An Investigation into Sociomathematical Norms in a Technology and Inquiry Based Classroom for Teaching Circle Properties. <i>Egitim Ve Bilim</i> , 2014, 39, .	0.1	3
455	Investigating the Mathematics of Inaccessible Objects. <i>Advances in Mobile and Distance Learning Book Series</i> , 2015, , 97-121.	0.4	0
457	Design Research: An Analysis and Critique. , 2015, , 493-515.		7
459	Formative Assessment and Preservice Elementary Teachers' Mathematical Justification. <i>Advances in Higher Education and Professional Development Book Series</i> , 2016, , 293-323.	0.1	0
461	OrtaÄretim Matematik Äretmeni AdaylarÄn Okul UygulamalarÄnda Matematiksel DÄnme OdaklÄretimi Planlama Becerileri. <i>Necatibey EÄitim FakÄltesi Elektronik Fen Ve Matematik EÄitimi Dergisi</i> , 0, , 292-292.	0.5	0
462	Making Links Between Solutions to an Unstructured Problem. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2017, , 152-175.	0.2	0
463	Learning to Theorize from Practice. <i>Advances in Higher Education and Professional Development Book Series</i> , 2017, , 34-47.	0.1	2
464	Patterns of Practice and Teacher Identity. <i>Advances in Higher Education and Professional Development Book Series</i> , 2017, , 527-537.	0.1	0
465	Creativity Enhanced by Technological Mediation in Exploratory Mathematical Contexts. <i>Smart Innovation, Systems and Technologies</i> , 2018, , 19-30.	0.5	0
466	Giving Reason and Giving Purpose. <i>Advances in STEM Education</i> , 2018, , 149-171.	0.5	0
467	USES OF HUMOR TO TEACH MATHEMATICS: A DIDACTIC PROPOSAL. , 2017, , .		0
469	Aprendizagens realizadas pelo professor e pelos alunos: reflexÃo no estÃgio profissionalizante. <i>Revista De Estudos E InvestigaÃn En PsicologÃa Y EducaciÃn</i> , 0, , 400-404.	0.1	0
470	Designing a Competence-Based Entry Course for Prospective Secondary Mathematics Teachers. <i>ICME-13 Monographs</i> , 2018, , 189-203.	1.0	2
472	Improving Knowledge for Teaching Mathematical Argumentation in Primary Classrooms. <i>Journal of Mathematics Education</i> , 2018, 11, 17-30.	0.6	1
473	Exploring Prospective Teachersâ™ Reflections in the Context of Conducting Clinical Interviews. <i>European Journal of Educational Research</i> , 2018, volume-7-2018, 349-358.	0.7	1
474	Tasks and Activities in the Mathematics Classroom. , 2018, , 1-9.		1
475	The Knowledge Quartet in the Light of the Literature on Subject Matter and Pedagogical Content Knowledge. <i>Acta Didactica Napocensia</i> , 2018, 11, 27-42.	0.1	1
476	PrÃtica de discussÃo coletiva de uma professora em Ãgebra. <i>Zetetike</i> , 2018, 26, .	0.1	1

#	ARTICLE	IF	CITATIONS
477	A análise da produção escrita em matemática como estratégia de avaliação e o conhecimento do conteúdo e dos estudantes por parte de futuros professores. <i>Research, Society and Development</i> , 2019, 8, e4482684.	0.0	1
478	Making Good Practice Common Using Computer-Aided Formative Assessment. <i>Mathematics Education in the Digital Era</i> , 2019, , 31-47.	0.2	2
479	What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them? A Story of Research and Practice, Productively Intertwined. <i>ICME-13 Monographs</i> , 2019, , 495-510.	1.0	4
480	Using OpenSCAD for Teaching Mathematics. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2019, , 111-133.	0.2	1
481	Teacher Guidance in Mathematical Problem-Solving Lessons: Insights from Two Professional Development Programs. <i>Research in Mathematics Education</i> , 2019, , 279-296.	0.1	2
482	Teachers' Perspectives Using the Instructional Quality Assessment as a Professional Development Tool. <i>Advances in Higher Education and Professional Development Book Series</i> , 2019, , 41-58.	0.1	1
483	Lesson Study in a Mathematics Methods Course: Overcoming Cultural Barriers. <i>Advances in Mathematics Education</i> , 2019, , 527-548.	0.2	2
484	Virtual Manipulatives and Students'™ Counterexamples During Proving. <i>Mathematics Education in the Digital Era</i> , 2019, , 331-346.	0.2	0
485	Fachliches Lernen. , 2019, , 143-161.		0
486	Teacher's Toolkit: Using the Five Practices to Facilitate a Meaningful Discussion on Plate Tectonics in a Middle School Classroom. <i>Science Scope (Washington, D C)</i> , 2019, 042, .	0.1	0
487	The Impact of Adding Written Discourse to Six Year Olds'™ Mathematics Explanations within a Problem-Based Learning Unit. <i>European Journal of STEM Education</i> , 2019, 4, .	0.7	1
488	Walking the Line between Order and Chaos: A Teacher-Researcher'™s Reflection on Teaching Mathematics with Challenging Tasks in Primary Classrooms. <i>International Journal of Innovation in Science and Mathematics Education</i> , 2019, 27, .	0.1	7
489	A Different Look at the Reasoning Process of Prospective Middle School Mathematics Teachers: Global Argumentation Structures. <i>Egitim Ve Bilim</i> , 0, , .	0.1	2
490	Experiences of problem solving in whole class interactions. <i>Avances De Investigacion En Educacion Matematica</i> , 2021, , 5-21.	0.5	1
491	Three Dimensions of Dialogicity in Dialogic Argumentation. <i>Studia Paedagogica</i> , 2020, 24, 199.	0.3	5
492	Resolução de Problemas e Representações Semi³ticas na Formação Inicial de Professores de Matemática. <i>Educação Matemática Em Revista</i> , 0, 17, e020022.	0.1	1
493	A Resolução de Problemas para Licenciandos em Matemática: do Ensino Superior Às Turmas de Educação Básica. <i>Educação Matemática Em Revista</i> , 0, 17, e020021.	0.1	0
494	Gallery Walk: uma estratégia ativa para resolver problemas com múltiplas soluções. <i>Educação Matemática Em Revista</i> , 0, 17, e020018.	0.1	2

#	ARTICLE	IF	CITATIONS
495	Antecipação e Encaminhamento de uma Atividade de Modelagem Matemática no Contexto de Aulas de Educação Financeira. <i>Jornal Internacional De Estudos Em Educação Matemática</i> , 2020, 13, 73-83.	0.0	0
496	Learning to Launch Complex Tasks: How Instructional Visions Influence the Exploration of the Practice. <i>Mathematics Teacher Educator</i> , 2020, 8, 105-119.	0.2	5
497	Undergraduate Research in Mathematics Education: Using Qualitative Data About Children's Learning to Make Decisions About Teaching. <i>Mathematics Teacher Educator</i> , 2020, 8, 134-151.	0.2	2
498	Teaching to Listen, Question, and Ponder: An Investigation into Promoting an Enquiring Atmosphere in a Mathematics Classroom. <i>Journal of Educational Research in Mathematics</i> , 2020, 30, 29-68.	0.2	0
499	Prática como componente curricular na licenciatura em matemática: uma experiência de ensino-aprendizagem exploratória. <i>Research, Society and Development</i> , 2020, 9, e824997927.	0.0	0
500	modelo teórico para organizar e compreender as oportunidades de aprendizagem de professores para ensinar matemática. <i>Zetetike</i> , 0, 28, e020027.	0.1	3
501	Using multiple strategies tasks to explore pre-service teachers' persistence. , 0, , .		0
502	Complexity of Curriculum Materials as Designed Artifacts: Implications and Future Directions. <i>Research in Mathematics Education</i> , 2020, , 259-285.	0.1	0
503	Formative Assessment and Preservice Elementary Teachers' Mathematical Justification. , 2020, , 357-388.		0
504	Kindergarten Teacher's Knowledge to Support a Mathematical Discussion with Pupils on Measurement Strategies and Procedures. , 2020, , 263-279.		0
505	Thinking with Our Hands. <i>The Mathematics Teacher</i> , 2020, 113, 69-73.	0.1	1
506	Diverge Then Converge: A Strategy for Deepening Understanding Through Analyzing and Reconciling Contrasting Patterns of Reasoning. <i>Mathematics Teacher Educator</i> , 2020, 8, 8-24.	0.2	2
507	Self-efficacy, practices, and their relationships; the impact of a professional development program for mathematics teachers. <i>Journal of Mathematics Teacher Education</i> , 2023, 26, 103-124.	1.0	4
508	Timely and Useful Data to Improve Classroom Instruction. <i>Journal for Research in Mathematics Education</i> , 2020, 51, 387-398.	1.0	3
509	Supporting Mathematical Communication through Technology. , 0, , 216-232.		0
510	Investigating How Rehearsals and Teacher Educator Feedback Influences Preservice Teacher Development. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 613-634.	0.1	0
512	Instructional Improvement and Teachers' Collaborative Conversations: The Role of Focus and Facilitation. <i>Teachers College Record</i> , 2017, 119, 1-37.	0.4	25
513	Exploring In-The-Moment Teaching Moves that Support Sociomathematical and General Social Norms in Dialogic Instruction. <i>International Journal of Science and Mathematics Education</i> , 2023, 21, 1-23.	1.5	4

#	ARTICLE	IF	CITATIONS
514	Mathematicians's™ beliefs, instruction, and students's™ beliefs: how related are they?. International Journal of Mathematical Education in Science and Technology, 2023, 54, 2147-2175.	0.8	3
515	How can teaching simulations help us study at scale the tensions mathematics teachers have to manage when considering policy recommendations?. Educational Studies in Mathematics, 0, , 1.	1.8	0
516	The Fourth Wall of Professional Learning and Cultures of Collaboration. Educational Researcher, 2022, 51, 216-222.	3.3	10
518	Promoting Exploration through Synthesis. The Mathematics Teacher, 2022, 115, 26-35.	0.1	1
519	The use of carefully planned board work to support the productive discussion of multiple student responses in a Japanese problem-solving lesson. Journal of Mathematics Teacher Education, 0, , 1.	1.0	2
520	Teacher feedback on procedural skills, conceptual understanding, and mathematical practices: A video study in lower secondary mathematics classrooms. Teaching and Teacher Education, 2022, 110, 103593.	1.6	20
521	Data Use Practices for Improved Mathematics Teaching and Learning: The Importance of Productive Dissonance and Recurring Feedback Cycles. Teachers College Record, 2016, 118, 1-32.	0.4	9
522	How Should Fifth-Grade Mathematics Teachers Start the School Year? Relations between Teacher's™ Student Interactions and Mathematics Instruction over One Year. Teachers College Record, 2018, 120, 1-36.	0.4	0
523	Do Organizational Supports for Math Instruction Improve the Quality of Beginning Teachers's™ Instruction?. Teachers College Record, 2018, 120, 1-46.	0.4	2
524	Learning Lessons from Instruction: Descriptive Results from an Observational Study of Urban Elementary Classrooms. Teachers College Record, 2018, 120, 1-46.	0.4	10
525	RaciocÃnio covariacional em cÃlculo. Zetetike, 0, 28, e020026.	0.1	3
526	A Framework for Investigating Qualities of Procedural and Conceptual Knowledge in Mathematics's™ An Inferentialist Perspective. Journal for Research in Mathematics Education, 2020, 51, 574-599.	1.0	6
527	Productive Technology Use in Mathematics Explorations. The Mathematics Teacher, 2020, 113, 925-930.	0.1	1
528	Doing the math together: coaches's™ professional learning through engagement in mathematics. Journal of Mathematics Teacher Education, 0, , 1.	1.0	6
529	Authenticity of elementary teacher designed and implemented mathematical modeling tasks. Mathematical Thinking and Learning, 2024, 26, 47-70.	0.7	5
530	Meaning making through collective argumentation: The role of students's™ argumentative discourse in their exploration of the graphic relationship between a function and its anti-derivative. Teaching Mathematics and Its Applications, 0, , .	0.7	0
531	Teacher orchestration of student responses to rich mathematics tasks in the US and Japanese classrooms. ZDM - International Journal on Mathematics Education, 2022, 54, 273-286.	1.3	3
532	POTENCIALIDADES DE PRÃTICAS DE ENSINO EXPLORATÃRIO DE MATEMÃTICA PARA O DESENVOLVIMENTO PROFISSIONAL DE FUTUROS PROFESSORES DE MATEMÃTICA. Paradigma, 0, , 22-28.	0.0	0

#	ARTICLE	IF	CITATIONS
533	Investigating the impact of eliciting and being responsive to students' initial ideas on productive disciplinary engagement across a unit. <i>Science Education</i> , 2022, 106, 312-334.	1.8	2
534	Promoting rich discussions in mathematics classrooms: Using personalized, automated feedback to support reflection and instructional change. <i>Teaching and Teacher Education</i> , 2022, 112, 103631.	1.6	17
535	An Analysis of the Questions Elementary Education Teacher Candidates Pose to Elicit Mathematical Thinking. <i>Action in Teacher Education</i> , 2022, 44, 196-211.	0.4	2
537	Exploring Colleagues'™ Professional Influence on Mathematics Teachers'™ Learning. <i>Teachers College Record</i> , 2014, 116, 1-30.	0.4	38
538	Dialogic and Direct Instruction: Two Distinct Models of Mathematics Instruction and the Debate(s) Surrounding Them. <i>Teachers College Record</i> , 2015, 117, 1-32.	0.4	49
539	Using the Five Practices to Promote Active and Equitable Learning Environments. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 293-322.	0.2	0
540	Reform-Based Mathematics Teaching Practices in Teacher Education Research Across the Globe. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 1-21.	0.2	0
541	Supporting Preservice Elementary Teachers in Planning for Mathematical Discussions. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 136-160.	0.2	0
542	Breaking the Fourth Wall: Reaching Beyond Observer/Performer Binaries in Studies of Teacher and Researcher Learning. <i>Cognition and Instruction</i> , 2022, 40, 126-147.	1.9	6
543	Collaborative Design as a Context for Teacher and Researcher Learning: Introduction to the Special Issue. <i>Cognition and Instruction</i> , 2022, 40, 1-6.	1.9	7
544	Professional noticing of coordinated mathematical thinking. <i>British Educational Research Journal</i> , 2022, 48, 488-503.	1.4	2
545	Promoting a set-oriented way of thinking in a U.S. High School discrete mathematics class: a case study. <i>ZDM - International Journal on Mathematics Education</i> , 0, , 1.	1.3	1
546	Patterns of instruction in Finnish and Norwegian lower secondary mathematics classrooms. <i>Research in Comparative and International Education</i> , 2022, 17, 399-423.	0.8	5
547	Impact of teachers'™ professional learning on students'™ learning of multiplicative thinking. <i>Mathematics Education Research Journal</i> , 2023, 35, 659-687.	0.9	2
548	Meeting multiplicative thinking through thought-provoking tasks. <i>Mathematics Education Research Journal</i> , 0, , 1.	0.9	0
549	The role of teacher actions for students'™ productive interaction solving a linear function problem. <i>International Electronic Journal of Mathematics Education</i> , 2022, 17, em0685.	0.3	0
550	CSsCL: the performance of collaborative learning. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2022, 17, 169-183.	1.9	2
551	Crisis-ready educational design: The case of mathematics. <i>Curriculum Journal</i> , 2022, 33, 519-535.	1.0	5

#	ARTICLE	IF	CITATIONS
553	A framework for selecting strategies for whole-class discussions. <i>Journal of Mathematics Teacher Education</i> , 2023, 26, 433-454.	1.0	4
554	Visualization- and analytics-supported video-based professional development for promoting mathematics classroom discourse. <i>Learning, Culture and Social Interaction</i> , 2022, 33, 100609.	1.1	12
555	<i>Research in Mathematics Education</i> , 2022, , 467-485.		0
556	Duyarlanın Öğretiminin Radikal Yapılandırılması Perspektiften Tanımlanması: Öğretmen Merkezli Öğretimi. <i>Buca Eğitim Fakültesi Dergisi</i> , 0, , .	0.2	0
557	A new angle: a teacher's transformation of mathematics teaching practice and engagement in quantitative reasoning. <i>Research in Mathematics Education</i> , 0, , 1-21.	1.0	0
558	The Emergence of the "FlexTech" Orchestration of Inferential Reasoning on Pattern Generalization. <i>Digital Experiences in Mathematics Education</i> , 2022, 8, 1-26.	1.0	3
559	Construcciones euclidianas con GeoGebra y procesos de objetivación: Un estudio con futuros profesores de matemáticas. <i>Rematec</i> , 2021, 16, 77-100.	0.1	1
560	Reasoning and Proof in Algebra: The Case of Three Reform-Oriented Textbooks in China. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2022, 22, 130-149.	0.6	5
561	The complexity of supporting reasoning in a mathematics classroom of shared authority. <i>Mathematical Thinking and Learning</i> , 2024, 26, 159-184.	0.7	3
562	Sequencing & selecting solutions in a gendered world. <i>Mathematical Thinking and Learning</i> , 0, , 1-23.	0.7	2
563	Introducing an Instructional Model in Undergraduate Electric Power Energy Systems Curriculum-Part (I): Authoritative vs. Dialogic Discourse in Problem-Centered Learning. , 0, , .		6
564	Introducing an Instructional Model for "Flipped Engineering Classrooms"-Part (II): How Do Group Discussions Foster Meaningful Learning?. , 0, , .		5
565	Teaching, teachers, and teaching resources in mathematics education research. <i>Asia-Pacific Journal of Teacher Education</i> , 2022, 50, 156-164.	1.2	2
566	Discussões Matemáticas em Aulas de Cálculo Diferencial e Integral e as Ações do Professor. <i>Perspectivas Da Educação Matemática</i> , 2022, 15, 1-21.	0.1	0
567	Chinese Preschool Teachers' Use of Concept Development Strategies in Whole-Group Math Lessons and its Effectiveness. <i>Early Education and Development</i> , 2023, 34, 685-704.	1.6	1
568	When the Problem Seems Answerable yet the Solution is Unavailable: Affective Reactions Around an Impasse in Mathematical Discourse. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2023, 9, 605-631.	1.3	1
569	Endorsing: An illustrative non-example of responsive teaching. <i>School Science and Mathematics</i> , 0, , .	0.5	1
570	Orchestrating multiple groups in a mathematics classroom through semiotic mediation. <i>Journal of Mathematical Behavior</i> , 2022, 66, 100966.	0.5	0

#	ARTICLE	IF	CITATIONS
571	Adaptive instruction strategies to foster covariational reasoning in a digitally rich environment. <i>Journal of Mathematical Behavior</i> , 2022, 66, 100961.	0.5	6
572	Adaptive instruction in an inquiry-based mathematics and digitally rich classroom – multiple perspectives. <i>Journal of Mathematical Behavior</i> , 2022, 66, 100962.	0.5	1
573	Selecting and sequencing for a whole-class discussion: Teachers’ considerations. <i>Journal of Mathematical Behavior</i> , 2022, 66, 100958.	0.5	0
574	Design Research with Educational Systems: Investigating and Supporting Improvements in the Quality of Mathematics Teaching and Learning at Scale. <i>Teachers College Record</i> , 2013, 115, 320-349.	0.4	13
575	Transitioning mathematics teacher practices to broadcast pedagogy. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-25.	0.8	2
576	Collectively engaging with others’ reasoning: Building intuition through argumentation in a paradoxical situation. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2023, 9, 666-693.	1.3	1
577	Implementation of Problem Solving in School: From Intended to Experienced. <i>Implementation and Replication Studies in Mathematics Education</i> , 2022, 2, 76-106.	0.5	9
578	Responsive Teaching and the Instructional Reasoning of Expert Elementary Mathematics Teachers. <i>Education Sciences</i> , 2022, 12, 350.	1.4	0
579	Supporting Understanding Using Representations. <i>The Mathematics Teacher</i> , 2022, 115, 394-403.	0.1	0
580	Visão profissional de estudantes de Pedagogia na análise de episódios de aula de matemática na perspectiva do ensino exploratório. <i>Ciência & Educação</i> , 0, 28, .	0.4	0
581	Reflections on the Current and Potential K-12 Impact of the <i>Journal of Statistics and Data Science Education</i> . <i>Journal of Statistics and Data Science Education</i> , 0, , 1-8.	0.9	0
582	Using OpenSCAD for Teaching Mathematics. , 2022, , 209-231.		0
583	Task design and enactment: Developing in-service and prospective teachers’ didactical knowledge in lesson study. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2022, 18, em2131.	0.7	0
584	Teachers’ noticing to promote students’ mathematical dialogue in group work. <i>Journal of Mathematics Teacher Education</i> , 2023, 26, 509-531.	1.0	2
585	Exploring science teaching in interaction at the instructional core. <i>Journal of Research in Science Teaching</i> , 2023, 60, 26-62.	2.0	3
586	Ambitious instruction and student achievement: Evidence from early career teachers and the TRU math observation instrument. <i>Teaching and Teacher Education</i> , 2022, 117, 103779.	1.6	0
587	Profile of statistical problem-solving ability based on the mathematical disposition. <i>AIP Conference Proceedings</i> , 2022, , .	0.3	0
588	Characterizing pedagogical decision points in sense-making conversations motivated by scientific uncertainty. <i>Science Education</i> , 2022, 106, 1408-1441.	1.8	14

#	ARTICLE	IF	CITATIONS
589	Developing mathematical problem-solving skills in primary school by using visual representations on heuristics. <i>Lumat</i> , 2022, 10, .	0.2	3
590	Characteristics of interactive classrooms that first year students find helpful. <i>International Journal of STEM Education</i> , 2022, 9, .	2.7	3
591	Examining technology-supported teacher responding and students'™ written mathematical explanations. <i>Journal of Mathematics Teacher Education</i> , 0, , .	1.0	1
592	Marginalized within the margins: Supporting mathematics meaning making among students with learning disabilities. <i>Journal of Mathematical Behavior</i> , 2022, 67, 100982.	0.5	4
593	Adaptive teaching of covariational reasoning: Networking 'œthe way of being'œ on two layers. <i>Journal of Mathematical Behavior</i> , 2022, 67, 100967.	0.5	2
594	Characterizing whole class discussions about data and statistics with conversation profile analysis. <i>Journal of Mathematical Behavior</i> , 2022, 67, 100996.	0.5	1
595	Experimenting with enablers and extenders to support ambitious teaching in mathematics: A video-club case study of student teachers during their field placement. <i>Teaching and Teacher Education</i> , 2022, 119, 103874.	1.6	2
596	Preparing, leading, and reflecting on whole-class discussions: How prospective mathematics teachers develop their knowledge during lesson study. <i>European Journal of Science and Mathematics Education</i> , 2023, 11, 33-48.	0.5	3
597	Predicting student performance by modeling participation in asynchronous discussions in university online introductory mathematical courses. <i>Educational Technology Research and Development</i> , 2022, 70, 1993-2015.	2.0	1
598	Narrativas sobre perspectivas e pr'cticas de professores que ensinam Estat'stica a partir de um processo formativo. <i>Bolema - Mathematics Education Bulletin</i> , 2022, 36, 865-887.	0.1	0
599	Supporting Teacher Noticing of Moments of Algebraic Potential. <i>Journal of Educational Research in Mathematics</i> , 2022, 32, 271-286.	0.2	1
600	The servants of two discourses: how novice facilitators draw on their mathematics teaching experience. <i>Educational Studies in Mathematics</i> , 2023, 112, 247-266.	1.8	1
601	The influences of social, cognitive, and teaching presence on pre-service teachers'™ online engagement in productive mathematical discourse. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-18.	0.8	1
602	Learning to teach for promoting student thinking in science classrooms. <i>Teaching and Teacher Education</i> , 2022, 120, 103869.	1.6	1
603	Development of Multiple Representation Translating Measurement Tool and Examination of 9th Grade Students'™ Multiple Representations Translate Skills in Algebra. <i>Acta Didactica Napocensia</i> , 2021, 14, 160-180.	0.1	2
604	Supporting college students to communicate productively in groups: A self-awareness intervention. <i>International Journal of Educational Research Open</i> , 2022, 3, 100213.	1.0	2
605	Five principles for high-quality mathematics teaching: Combining normative, epistemological, empirical, and pragmatic perspectives for specifying the content of professional development. <i>Frontiers in Education</i> , 0, 7, .	1.2	5
606	A modified approach to professional learning communities in mathematics: Fostering teacher reflection around formative assessments of students'™ thinking. <i>Frontiers in Education</i> , 0, 7, .	1.2	0

#	ARTICLE	IF	CITATIONS
607	Productive Disciplinary Engagement as a Framework to Support Mathematics Teacher Leaders. <i>Investigations in Mathematics Learning</i> , 2023, 15, 29-49.	0.7	2
608	An fMRI intervention study of creative mathematical reasoning: behavioral and brain effects across different levels of cognitive ability. <i>Trends in Neuroscience and Education</i> , 2022, 29, 100193.	1.5	2
609	Sustaining at Scale: District Mathematics Specialists'™ Adaptations to a Teacher Leadership Preparation Program. <i>Investigations in Mathematics Learning</i> , 2023, 15, 67-84.	0.7	2
610	“What Do You Think She’s Going to Do Next?” Irresolution and Ambiguity as Resources for Collective Engagement. <i>Cognition and Instruction</i> , 2023, 41, 348-380.	1.9	1
611	Leading whole-class discussions: from participating in a lesson study to teaching practice. <i>International Journal for Lesson and Learning Studies</i> , 2023, 12, 139-151.	0.6	2
612	The Impact of Technology Artifacts on Mathematics Classroom Discourse. <i>Digital Experiences in Mathematics Education</i> , 2022, 8, 317-351.	1.0	0
613	Lessons Learned About Incorporating High-Leverage Teaching Practices in the Undergraduate Proof Classroom to Promote Authentic and Equitable Participation. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 0, , .	1.3	2
614	Situating teacher learning in the mathematics classroom and everyday practice. , 2023, , 518-527.		0
615	Cultivating a Space for Critical Mathematical Inquiry through Knowledge-Eliciting Mathematical Activity. , 2019, 2019, .		0
616	Can the Fourth Industrial Revolution Resolve Why the Teaching of Mathematics in the Current Paradigm Continues to Be Decontextualised and Ineffective. , 2022, , 19-38.		3
617	Analysis of the Elements of Synchronous Online Learning in Mathematics Classroom Discourse: Based on the Lens of Authority. <i>Journal of Educational Research in Mathematics</i> , 2022, 32, 489-513.	0.2	0
618	Dönnel Cisimlerin Yüzey Alanın Hesaplanmasında Sıradaki Argümanların İncelenmesi. <i>Cumhuriyet International Journal of Education</i> , 0, , .	0.1	0
619	A Study on Instructional Organization and Authority Distribution of Mathematics Teachers in the ICT Environment. <i>Journal of Educational Research in Mathematics</i> , 2022, 32, 515-538.	0.2	0
621	The development of pedagogical content knowledge of prospective primary teachers in a lesson study. <i>International Journal for Lesson and Learning Studies</i> , 2023, 12, 152-165.	0.6	4
622	Research-based training for undergraduate mathematics tutors. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-26.	0.8	0
623	Identifying and Negotiating Productive Instructional Improvement Goals in One-on-One Mathematics Coaching. <i>Journal of Teacher Education</i> , 0, , 002248712211431.	2.0	2
624	Supporting teachers in supporting students'™ mathematical problem solving. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-21.	0.8	1
625	Secondary school mathematics teacher-perceived factors involved in argumentation: an emerging framework. <i>Research in Mathematics Education</i> , 0, , 1-22.	1.0	1

#	ARTICLE	IF	CITATIONS
626	Fostering Flexibility Using Comparing Solution Strategies and Classroom Discussion: Effects of Two Professional Development Programs. <i>Journal for Research in Mathematics Education</i> , 2023, 54, 43-63.	1.0	3
627	Teaching routines and student-centered mathematics instruction: The essential role of conferring to understand student thinking and reasoning. <i>Journal of Mathematical Behavior</i> , 2023, 70, 101032.	0.5	5
628	Ortak Bilgi Yapılandırma Modeline Dayalı Öğretimin Öğretmen Adayların Ders Planları Üzerine Etkisi. <i>Şişli İktisadi İdari Bilimler Fakültesi Eğitim Dergisi</i> , 2022, 51, 1-41.	0.1	0
629	Assessment of visuo-semiotic skills for pre-service teachers in coordinate geometry. <i>Acta Didactica Napocensia</i> , 2022, 15, 74-91.	0.1	0
630	Do Simulated Teaching Experiences Impact Elementary Preservice Teachers' Ability to Facilitate Argumentation-Focused Discussions in Mathematics and Science?. <i>Journal of Teacher Education</i> , 2023, 74, 422-436.	2.0	8
631	Describing and Interpreting the Space of Classroom Learning in Problem-Solving-Based Mathematics Instruction: Variation as an Analytical Lens. <i>Education Sciences</i> , 2023, 13, 111.	1.4	0
632	Forging Mathematical Relationships in Inquiry-Based Classrooms With Pasifika Students. , 2011, 4, .		33
633	Developing Awareness Around Language Practices in the Elementary Bilingual Mathematics Classroom. , 2022, 15, .		3
634	Reframing translanguaging practices to shift mathematics teachers' language ideologies. <i>International Journal of Qualitative Studies in Education</i> , 0, , 1-14.	0.8	1
635	Secondary mathematics preservice teachers' perceptions of program (in)coherence. <i>Journal of Mathematics Teacher Education</i> , 0, , .	1.0	0
636	Evaluating mathematics lessons for cognitive demand: Applying a discursive lens to the process of achieving inter-rater reliability. <i>Journal of Mathematics Teacher Education</i> , 2023, 26, 609-634.	1.0	1
637	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
638	Students' learning obstacle in the topic of social arithmetic. <i>AIP Conference Proceedings</i> , 2022, , .	0.3	0
639	Modeling Actions Foregrounded in Whole-Class Modeling Discourse: A Case Study of a Model-Eliciting Activity and a Three-Act Task. <i>Mathematical Thinking and Learning</i> , 0, , 1-24.	0.7	0
640	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
641	Face-to-face classroom learning produced greater brain synchronisation in children than a zoom-based online session. <i>Acta Paediatrica, International Journal of Paediatrics</i> , 0, , .	0.7	1
642	The use of a scriptwriting task as a window into how prospective teachers envision teacher moves for supporting student reasoning. <i>Journal of Mathematics Teacher Education</i> , 0, , .	1.0	1
643	Teachers' structuring of mathematical inquiry lessons: shifting from task-first to scaffolded inquiry. <i>Research in Mathematics Education</i> , 0, , 1-34.	1.0	0

#	ARTICLE	IF	CITATIONS
644	What Can the Realization Tree Assessment Tool Reveal About Explorative Classroom Discussions?. Journal for Research in Mathematics Education, 2023, 54, 97-117.	1.0	3
645	Subtraction, Decomposition, and Argumentation. The Mathematics Teacher, 2023, 116, 90-98.	0.1	0
646	Mathematical Argumentation in Small-Group Discussions of Complex Mathematical Tasks in Elementary Teacher Education Settings. Research in Mathematics Education, 2023, , 169-195.	0.1	2
647	Challenging Students to Develop Mathematical Reasoning. Research in Mathematics Education, 2023, , 147-167.	0.1	1
648	Using Interactive Presentations to Promote Mathematical Discourse. European Journal of Mathematics and Science Education, 2023, 4, 1-17.	0.1	1
649	Framing School Mathematics Challenges Inside and Outside Metropolitan Areas. Teachers College Record, 2023, 125, 35-65.	0.4	0
650	Characterizing engineering outreach educators' talk moves: An exploratory framework. Journal of Engineering Education, 2023, 112, 337-364.	1.9	0
651	Leading for Justice, Leading for Learning: Conceptualizing Urban School Leadership for Antiracist Mathematics Teaching and Learning. Urban Education, 0, , 004208592311629.	1.2	0
652	Student Presentations of Mathematical Modelling Solutions as a Setting for Fostering Reflective Discourse. International Perspectives on the Teaching and Learning of Mathematical Modelling, 2023, , 61-76.	0.5	0
653	Challenges and suggestions regarding the aesthetic experience of mathematics when teaching and learning fully online. , 0, , 275272632311664.		0
655	The Value of Historical Knowledge Through Challenging Mathematical Tasks. Advances in Mathematics Education, 2023, , 33-47.	0.2	0
656	Technology in Primary and Secondary School to Teach and Learn Mathematics in the Last Decades. Advances in Mathematics Education, 2023, , 333-359.	0.2	0
657	Equilibrated Development Approach to Word Problem Solving in Elementary Grades: Fostering Relational Thinking. , 2023, , 29-50.		0
658	How Number Talks Assist Students in Becoming Doers of Mathematics. , 2023, , 133-150.		1
674	A Review of the Mathematical Tasks Framework and Levels of Cognitive Demand. Research in Mathematics Education, 2023, , 219-252.	0.1	0
675	Mathematical Tasks: The Lasting Legacy of the QUASAR Project. Research in Mathematics Education, 2023, , 275-297.	0.1	0
676	Engaging All Students in Challenging Mathematical Work: Working at the Intersection of Cognitively Challenging Tasks and Differentiation During Lesson Planning and Enactment. Research in Mathematics Education, 2023, , 179-218.	0.1	0
678	Pedagogical and School Practices to Foster Key Competences and Domain-General Literacy. UNIPA Springer Series, 2023, , 327-365.	0.1	0

#	ARTICLE	IF	CITATIONS
692	Assessing Mathematical Writing. <i>Advances in Library and Information Science</i> , 2023, , 135-154.	0.2	0
696	Figurative and Operative Imagery: Essential Aspects of Reflection in the Development of Schemes and Meanings. <i>Research in Mathematics Education</i> , 2024, , 129-168.	0.1	0
705	Transforming Powers in a Magic Pill that Makes Anyone Good at Mathematics. , 2024, , 443-463.		0