

# Effects of Video Club Participation on Teachers' Profess

Journal of Teacher Education

60, 20-37

DOI: 10.1177/0022487108328155

Citation Report

#	ARTICLE	IF	CITATIONS
1	Service to Teachers. <i>Nature</i> , 1961, 189, 20-20.	13.7	6
2	The effect of video-based approach on prospective teachers'™ ability to analyze mathematics teaching. <i>Journal of Mathematics Teacher Education</i> , 2010, 13, 223-241.	1.0	58
3	Can Inquiry and Reflection be Contagious? Science Teachers, Students, and Action Research. <i>Journal of Science Teacher Education</i> , 2010, 21, 953-970.	1.4	32
4	Interactive video technology: Enhancing professional learning in initial teacher education. <i>Computers and Education</i> , 2010, 54, 742-748.	5.1	62
5	Video portfolios. <i>Studies in Educational Evaluation</i> , 2011, 37, 123-133.	1.2	13
6	Teacher learning from analysis of videotaped classroom situations: Does it make a difference whether teachers observe their own teaching or that of others?. <i>Teaching and Teacher Education</i> , 2011, 27, 259-267.	1.6	321
7	Professional vision and the politics of teacher learning. <i>Teaching and Teacher Education</i> , 2011, 27, 505-514.	1.6	67
8	Understanding pedagogical design capacity through teachers'™ narratives. <i>Teaching and Teacher Education</i> , 2011, 27, 797-810.	1.6	65
9	Assessment of teacher competence using video portfolios: Reliability, construct validity, and consequential validity. <i>Teaching and Teacher Education</i> , 2011, 27, 1019-1028.	1.6	45
10	How pre-service teachers observe teaching on video: Effects of viewers'™ teaching subjects and the subject of the video. <i>Teaching and Teacher Education</i> , 2011, 27, 1131-1140.	1.6	151
11	Video Feedback in Education and Training: Putting Learning in the Picture. <i>Educational Psychology Review</i> , 2011, 23, 45-63.	5.1	173
12	Learned adaptations: Teachers'™ understanding and use of curriculum resources. <i>Journal of Mathematics Teacher Education</i> , 2011, 14, 331-353.	1.0	68
13	Ten Essential Questions Educators Should Ask When Using Video Annotation Tools. <i>TechTrends</i> , 2011, 55, 16-24.	1.4	26
14	Quality Teaching and Teacher Education. <i>Journal of Teacher Education</i> , 2011, 62, 331-338.	2.0	40
15	The Impact of Professional Noticing on Teachers' Adaptations of Challenging Tasks. <i>Mathematical Thinking and Learning</i> , 2011, 13, 175-197.	0.7	48
16	Promoting Reflection in Teacher Preparation Programs. <i>Teacher Education and Special Education</i> , 2012, 35, 7-26.	1.6	72
17	Single group, pre- and post-test research designs: Some methodological concerns. <i>Oxford Review of Education</i> , 2012, 38, 583-616.	1.4	171
18	Development of proximal formative assessment skills in video-based teacher professional development. , 2012, , .		2

#	ARTICLE	IF	CITATIONS
19	Designing and Incorporating Mathematics-Based Video Cases Highlighting Virtual and Physical Tool Use. <i>Journal of Digital Learning in Teacher Education</i> , 2012, 29, 23-29.	0.7	1
20	Seeing With Two Eyes: A Teacher's Use of Gestures in Questioning and Revoicing to Engage English Language Learners in the Repair of Mathematical Errors. <i>Journal for Research in Mathematics Education</i> , 2012, 43, 182-222.	1.0	50
21	Capitalizing on Productive Norms to Support Teacher Learning. <i>Mathematics Teacher Educator</i> , 2012, 1, 41-52.	0.2	6
22	Linking a learning progression for natural selection to teachers' enactment of formative assessment. <i>Journal of Research in Science Teaching</i> , 2012, 49, 1181-1210.	2.0	111
24	Quality of learning outcomes in an online video-based learning community: potential and challenges for student teachers. <i>Asia-Pacific Journal of Teacher Education</i> , 2012, 40, 143-158.	1.2	24
25	Talk and Conceptual Change at Work: Adequate Representation and Epistemic Stance in a Comparative Analysis of Statistical Consulting and Teacher Workgroups. <i>Mind, Culture, and Activity</i> , 2012, 19, 240-258.	1.1	45
26	Discussing teaching videocases online: Perspectives of preservice and inservice EFL teachers in Taiwan. <i>Computers and Education</i> , 2012, 59, 120-133.	5.1	31
27	What Matters Most: A Comparison of Expert and Novice Teachers' Noticing of Mathematics Classroom Events. <i>School Science and Mathematics</i> , 2012, 112, 420-432.	0.5	51
28	An ecological examination of teachers' emotions in the school context. <i>Teaching and Teacher Education</i> , 2012, 28, 957-967.	1.6	133
29	Reducing the degrees of freedom in chemistry classroom conversations. <i>Chemistry Education Research and Practice</i> , 2012, 13, 17-29.	1.4	10
30	Understanding the co-construction of inquiry practices: A case study of a responsive teaching environment. <i>Journal of Research in Science Teaching</i> , 2012, 49, 429-464.	2.0	73
32	Using video to analyze one's own teaching. <i>British Journal of Educational Technology</i> , 2012, 43, 678-704.	3.9	135
33	Prospective elementary school teachers' professional noticing of children's early numeracy. <i>Journal of Mathematics Teacher Education</i> , 2013, 16, 379-397.	1.0	128
34	Using video for professional development: the role of the discussion facilitator. <i>Journal of Mathematics Teacher Education</i> , 2013, 16, 165-184.	1.0	62
35	Changes in professional vision in the context of practice. <i>Gruppendynamik Und Organisationsberatung</i> , 2013, 44, 339-355.	1.8	71
36	Professional Development Research. <i>Educational Researcher</i> , 2013, 42, 476-487.	3.3	208
37	Students' Mathematical Noticing. <i>Journal for Research in Mathematics Education</i> , 2013, 44, 809-850.	1.0	46
38	Inferring teacher epistemological framing from local patterns in teacher noticing. <i>Journal of Research in Science Teaching</i> , 2013, 50, 284-314.	2.0	76

#	ARTICLE	IF	CITATIONS
39	Assessing students' understanding of inquiry: What do prospective science teachers notice?. Journal of Research in Science Teaching, 2013, 50, 189-208.	2.0	47
40	What do teachers think and feel when analyzing videos of themselves and other teachers teaching?. Teaching and Teacher Education, 2013, 33, 13-23.	1.6	132
41	Don't forget the teacher: New tools to support broader adoption of remote labs. , 2013, , .		4
42	Descriptive Indicators of Future Teachers' Technology Integration in the PK-12 Classroom: Trends from a Laptop-Infused Teacher Education Program. Journal of Educational Computing Research, 2013, 48, 491-516.	3.6	29
43	Effects of Training and Feedback on Teachers'™ Use of Classroom Preventive Practices. Topics in Early Childhood Special Education, 2013, 33, 112-123.	1.5	53
44	Moving education into the digital age: the contribution of teachers' professional development. Journal of Computer Assisted Learning, 2013, 29, 426-437.	3.3	63
45	Declarative knowledge and professional vision in teacher education: Effect of courses in teaching and learning. British Journal of Educational Psychology, 2013, 83, 467-483.	1.6	145
46	Teachers'™ perceptions of the learning environment and their knowledge base in a training program for novice university teachers. International Journal for Academic Development, 2013, 18, 152-165.	0.8	20
47	Leveling the Field: Negotiating Positions of Power as a Preservice Teacher. Action in Teacher Education, 2013, 35, 230-251.	0.4	16
48	Developing a professional vision of classroom practices of a mathematics teacher: views from a researcher and a teacher. Teaching Education, 2013, 24, 415-426.	0.9	5
49	Reframing Portfolio Evidence Empowering Teachers through Single-Case Frameworks. Journal of Thought, 2013, 48, 33.	0.2	1
50	Better than Best Practice. , 0, , .		77
51	The Discipline of Noticing as a Path to Understanding. International Review of Qualitative Research, 2013, 6, 360-375.	0.2	8
52	A Learning Sciences Perspective on Teacher Learning Research. , 2014, , 707-725.		15
53	A Study of Pre-Kindergarten Teachers' Knowledge about Children's Mathematical Thinking. Australasian Journal of Early Childhood, 2014, 39, 29-36.	0.8	8
54	Can they plan to teach with Web 2.0? Future teachers'™ potential use of the emerging web. Technology, Pedagogy and Education, 2014, 23, 471-489.	3.3	17
55	Assessing student teachers'™ reflective writing through quantitative content analysis. European Journal of Teacher Education, 2014, 37, 348-373.	2.2	28
56	Meaningful learning from practice: web-based video in professional preparation programmes in university. Technology, Pedagogy and Education, 2014, 23, 491-506.	3.3	9

#	ARTICLE	IF	CITATIONS
57	Lenses for Examining Students' Mathematical Thinking. <i>The Mathematics Teacher</i> , 2014, 108, 142-146.	0.1	1
58	Research Trends in Mathematics Teacher Education. , 2014, , .		4
59	Exploring the links between pre-service teachers'™ beliefs and video-based reflection in wikis. <i>Computers in Human Behavior</i> , 2014, 35, 39-53.	5.1	11
60	Using video to promote early childhood teachers' thinking and reflection. <i>Teaching and Teacher Education</i> , 2014, 41, 42-51.	1.6	100
61	Use of instructional technology to improve teacher candidate knowledge of vocabulary instruction. <i>Computers and Education</i> , 2014, 75, 44-52.	5.1	19
62	Understanding video as a tool for teacher education: investigating instructional strategies to promote reflection. <i>Instructional Science</i> , 2014, 42, 443-463.	1.1	147
63	Using representations of practice to elicit mathematics teachers'™ tacit knowledge of practice: a comparison of responses to animations and videos. <i>Journal of Mathematics Teacher Education</i> , 2014, 17, 515-537.	1.0	42
64	Learning to teach mathematics and to analyze teaching effectiveness: evidence from a video- and practice-based approach. <i>Journal of Mathematics Teacher Education</i> , 2014, 17, 491-514.	1.0	93
65	Teaching style, ICT experience and teachers'™ attitudes toward teaching with Web 2.0. <i>Education and Information Technologies</i> , 2014, 19, 41-60.	3.5	56
66	Beginning Science Teachers'™ Use of a Digital Video Annotation Tool to Promote Reflective Practices. <i>Journal of Science Education and Technology</i> , 2014, 23, 458-470.	2.4	44
67	Mathematics teachers'™ learning: a conceptual framework and synthesis of research. <i>Journal of Mathematics Teacher Education</i> , 2014, 17, 5-36.	1.0	132
68	Developing the SRL-PV assessment scheme: Preservice teachers'™ professional vision for teaching self-regulated learning. <i>Studies in Educational Evaluation</i> , 2014, 43, 214-229.	1.2	25
69	Examining the Use of Video Study Groups for Developing Literacy Pedagogical Content Knowledge of Critical Elements of Strategy Instruction With Elementary Teachers. <i>Literacy Research and Instruction</i> , 2014, 53, 1-24.	0.6	26
70	Improving instruction of future teachers: A multimedia approach that supports implementation of evidence-based vocabulary practices. <i>Teaching and Teacher Education</i> , 2014, 44, 35-43.	1.6	28
71	A Framework for the Facilitation of Teachers'™ Analysis of Video. <i>Journal of Teacher Education</i> , 2014, 65, 340-356.	2.0	178
72	Facilitating collaborative teacher learning: the role of 'mindfulness' in video-based teacher professional development programs. <i>Gruppendynamik Und Organisationsberatung</i> , 2014, 45, 273-290.	1.8	30
73	Modeling and Measuring the Structure of Professional Vision in Preservice Teachers. <i>American Educational Research Journal</i> , 2014, 51, 739-771.	1.6	308
74	Shifting the reflective focus: encouraging student teacher learning in video-framed and peer-sharing contexts. <i>Teachers and Teaching: Theory and Practice</i> , 2014, 20, 264-288.	0.9	26

#	ARTICLE	IF	CITATIONS
75	Transforming Mathematics Instruction. <i>Advances in Mathematics Education</i> , 2014, , .	0.2	7
76	The role of video in teacher professional development. <i>Teacher Development</i> , 2014, 18, 403-417.	0.4	85
77	Delving into the meaning of productive reflection: A study of future teachers' reflections on representations of teaching. <i>Teaching and Teacher Education</i> , 2014, 37, 76-90.	1.6	47
78	Multimedia Learning with Video. , 2014, , 785-812.		23
79	Through the lens of teacher professional development components: the "Dialogic Video Cycle"™ as an innovative program to foster classroom dialogue. <i>Professional Development in Education</i> , 2015, 41, 729-756.	1.7	44
80	Capturing Quality Practice: Annotated Video-Based Portfolios and Graduate Students'™ Reflective Thinking. <i>Literacy Research, Practice and Evaluation</i> , 2015, , 279-295.	0.4	1
82	Using Video in Teacher Education: An Example from the Czech Republic. <i>Advances in Research on Teaching</i> , 2015, , 379-400.	0.2	1
83	A Multimedia Tool to Deliver Professional Development of Vocabulary Instruction. <i>Journal of Special Education Technology</i> , 2015, 30, 59-72.	1.4	13
84	Exploring teacher noticing of student algebraic thinking in a video club. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 523-550.	1.0	96
85	Large-Scale Studies in Mathematics Education. , 2015, , .		9
86	Examining the use of a structured analysis framework to support prospective teacher noticing. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 551-575.	1.0	66
87	Opportunities for Professional Learning in Mathematics Teacher Workgroup Conversations: Relationships to Instructional Expertise. <i>Journal of the Learning Sciences</i> , 2015, 24, 373-418.	2.0	105
88	The Practical Difficulties for Early Educators Who Tried to Address Children's™ Realities in Their High-Stakes Teaching Context. <i>Journal of Early Childhood Teacher Education</i> , 2015, 36, 3-23.	0.9	16
90	Learning to See Teaching in New Ways. <i>American Educational Research Journal</i> , 2015, 52, 105-136.	1.6	75
91	How teacher professional development regarding classroom dialogue affects students' higher-order learning. <i>Teaching and Teacher Education</i> , 2015, 47, 108-119.	1.6	57
92	Factors Within University-Based Teacher Education Relating to Preservice Teachers'™ Professional Vision. <i>Vocations and Learning</i> , 2015, 8, 35-54.	0.9	36
93	Science Teachers' Elicitation Practices: Insights for Formative Assessment. <i>Educational Assessment</i> , 2015, 20, 112-131.	0.6	11
94	The impact of video review on supervisory conferencing. <i>Language and Education</i> , 2015, 29, 153-173.	1.0	17

#	ARTICLE	IF	CITATIONS
95	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
96	A Discourse Analytic Approach to Video Analysis of Teaching. <i>Journal of Teacher Education</i> , 2015, 66, 245-260.	2.0	35
97	Beyond Knowledge: Measuring Primary Teachers'™ Subject-Specific Competences in and for Teaching Mathematics with Items Based on Video Vignettes. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 309-329.	1.5	61
98	Fostering professional communication skills of future physicians and teachers: effects of e-learning with video cases and role-play. <i>Instructional Science</i> , 2015, 43, 443-462.	1.1	69
99	Interaction in teacher communities: Three forms teachers use to express contrasting ideas in video clubs. <i>Teaching and Teacher Education</i> , 2015, 47, 230-240.	1.6	45
101	The Use of Video Technology in Pre-service Teacher Education and In-service Teacher Professional Development. , 2015, , 229-247.		4
102	Innovations in the Delivery of Content Knowledge in Special Education Teacher Preparation. <i>Intervention in School and Clinic</i> , 2015, 51, 73-81.	0.8	14
103	Video viewing in teacher education and professional development: A literature review. <i>Educational Research Review</i> , 2015, 16, 41-67.	4.1	391
104	Fostering and scaffolding student engagement in productive classroom discourse: Teachers' practice changes and reflections in light of teacher professional development. <i>Learning, Culture and Social Interaction</i> , 2015, 7, 12-27.	1.1	37
105	The Redirection: An Indicator of How Teachers Respond to Student Thinking. <i>Journal of the Learning Sciences</i> , 2015, 24, 419-460.	2.0	45
106	Dispelling the notion of inconsistencies in teachers'™ mathematics beliefs and practices: A 3-year case study. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 173-201.	1.0	49
107	MED: Modelo de formaci3n continua para profesores de matem3tica, basada en la experiencia. <i>Estudios Pedagogicos</i> , 2016, 42, 281-298.	0.1	3
108	Examining the Pattern of Middle Grade Mathematics Teachers'™ Performance: A Concurrent Embedded Mixed Methods Study. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2016, 12, .	0.7	1
109	Promoting Student Teachers'™ Content Related Knowledge in Teaching Systems Thinking: Measuring Effects of an Intervention through Evaluating a Videotaped Lesson. <i>Higher Education Studies</i> , 2016, 6, 156.	0.3	13
110	Special education teachers' nature of science instructional experiences. <i>Journal of Research in Science Teaching</i> , 2016, 53, 554-578.	2.0	20
111	Evaluating students' emotional response in video-based learning using Kansei Engineering. , 2016, , .		8
112	Kann die professionelle Unterrichtswahrnehmung von Sachunterrichtsstudierenden trainiert werden? â€“ Konzeption und Erprobung einer Intervention mit Videos aus dem naturwissenschaftlichen Grundschulunterricht. <i>Zeitschrift F¼r Didaktik Der Naturwissenschaften</i> , 2016, 22, 1-12.	0.2	10
113	Confronting unsuccessful practices: repositioning teacher identities in English education. <i>Teaching Education</i> , 2016, 27, 305-326.	0.9	23

#	ARTICLE	IF	CITATIONS
114	Professional development processes that promote teacher change: the case of a video-based program focused on leveraging students' mathematical errors. <i>Professional Development in Education</i> , 2016, 42, 547-568.	1.7	14
115	Reluctantly governed: The struggles of early educators in a professional development course that challenged their teaching in a high-stakes neo-liberal early education context. <i>Contemporary Issues in Early Childhood</i> , 2016, 17, 210-234.	0.9	7
116	Struggling to Overcome the State's Prescription for Practice. <i>Journal of Teacher Education</i> , 2016, 67, 183-202.	2.0	36
117	Using Automated Scores of Student Essays to Support Teacher Guidance in Classroom Inquiry. <i>Journal of Science Teacher Education</i> , 2016, 27, 111-129.	1.4	36
118	Further exploration of the classroom video analysis (CVA) instrument as a measure of usable knowledge for teaching mathematics: taking a knowledge system perspective. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 97-109.	1.3	29
119	The role of perception, interpretation, and decision making in the development of beginning teachers' competence. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 153-165.	1.3	112
120	If you build it, will they reflect? Examining teachers' use of an online video-based learning website. <i>Teaching and Teacher Education</i> , 2016, 58, 17-27.	1.6	23
121	Rigor in Elementary Science Students' Discourse: The Role of Responsiveness and Supportive Conditions for Talk. <i>Science Education</i> , 2016, 100, 1009-1038.	1.8	63
122	Conceptions of and early childhood educators' experiences in early childhood professional development programs: A qualitative metasynthesis. <i>Journal of Early Childhood Teacher Education</i> , 2016, 37, 216-244.	0.9	23
123	Effects of professional development on teachers' gendered feedback patterns, students' misbehaviour and students' sense of equity: results from a one-year quasi-experimental study. <i>British Educational Research Journal</i> , 2016, 42, 802-825.	1.4	10
124	Videos, pairs, and peers: What connects theory and practice in teacher education?. <i>Teaching and Teacher Education</i> , 2016, 59, 274-284.	1.6	18
125	Video annotation and analytics in CourseMapper. <i>Smart Learning Environments</i> , 2016, 3, .	4.3	35
126	Grappling with Culturally Responsive Pedagogy: A Study of Elementary-Level Teacher Candidates' Learning across Practicum and Diversity Coursework Experiences. <i>Urban Review</i> , 2016, 48, 579-600.	1.0	13
127	Online professional development. <i>Phi Delta Kappan</i> , 2016, 97, 70-73.	0.4	30
128	Fostering preservice teachers' noticing with structured video feedback: Results of an online- and video-based intervention study. <i>Teaching and Teacher Education</i> , 2016, 59, 45-56.	1.6	77
129	Developing interpretive power in science teaching. <i>Journal of Research in Science Teaching</i> , 2016, 53, 1571-1600.	2.0	85
130	The Influence of Video Reflection on Preservice Music Teachers' Concerns in Peer- and Field-Teaching Settings. <i>Journal of Research in Music Education</i> , 2016, 63, 487-507.	1.0	28
131	Teachers' perception, interpretation, and decision-making: a systematic review of empirical mathematics education research. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 1-27.	1.3	151



#	ARTICLE	IF	CITATIONS
132	Effects of teacher professional learning activities on student achievement growth. <i>Journal of Educational Research</i> , 2016, 109, 99-110.	0.8	81
133	Video narratives to assess student teachers'™ competence as new teachers. <i>Teachers and Teaching: Theory and Practice</i> , 2016, 22, 21-34.	0.9	8
134	Exploring the dialogic space in teaching: A study of teacher talk in the pre-university classroom in Singapore. <i>Teaching and Teacher Education</i> , 2016, 56, 47-60.	1.6	37
135	Inquiry Theatre. <i>Qualitative Inquiry</i> , 2016, 22, 238-248.	1.0	6
136	The Effect of an Analysis-of-Practice, Videocase-Based, Teacher Professional Development Program on Elementary Students' Science Achievement. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 241-271.	0.9	34
137	The noticing of physical education teachers: a comparison of groups with different expertise. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 150-170.	1.8	22
138	The knowledge-based reasoning of physical education teachers. <i>European Physical Education Review</i> , 2017, 23, 3-24.	1.2	25
139	Traditional vs. innovative uses of computers among mathematics pre-service teachers in Serbia. <i>Interactive Learning Environments</i> , 2017, 25, 811-827.	4.4	24
140	Leader noticing of facilitation in videocases of mathematics professional development. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 591-619.	1.0	36
141	Supporting high school teachers' implementation of evidence-based classroom management practices. <i>Teaching and Teacher Education</i> , 2017, 63, 47-57.	1.6	32
142	Learning to notice important student mathematical thinking in complex classroom interactions. <i>Teaching and Teacher Education</i> , 2017, 63, 384-395.	1.6	79
143	Using video-supported reflection in peer groups to increase instructional effectiveness. <i>Reflective Practice</i> , 2017, 18, 94-111.	0.7	7
144	Attributes of Instances of Student Mathematical Thinking that Are Worth Building on in Whole-Class Discussion. <i>Mathematical Thinking and Learning</i> , 2017, 19, 33-54.	0.7	18
145	Effekte videobasierter Trainings zur F¶rderung der Selbstwirksamkeits¶berzeugungen ¶ber Klassen¶hrung im Grundschulunterricht. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017, 20, 115-136.	3.5	30
146	The classroom observations of Vietnamese teachers: mediating underlying values to understand student learning. <i>Teachers and Teaching: Theory and Practice</i> , 2017, 23, 689-703.	0.9	9
147	Prompting meaningful analysis from pre-service teachers using elementary mathematics video vignettes. <i>Teaching and Teacher Education</i> , 2017, 63, 285-295.	1.6	13
148	What is in the eye of preservice teachers while instructing? An eye-tracking study about attention processes in different teaching situations. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017, 20, 75-92.	3.5	39
149	Changes in Teachers'™ Discourse About Students in a Professional Development on Learning Trajectories. <i>American Educational Research Journal</i> , 2017, 54, 568-604.	1.6	21

#	ARTICLE	IF	CITATIONS
150	Using a video club design to promote teacher attention to students' ideas in science. <i>Teaching and Teacher Education</i> , 2017, 66, 282-294.	1.6	48
151	Lesson Study to Scale Up Research-Based Knowledge: A Randomized, Controlled Trial of Fractions Learning. <i>Journal for Research in Mathematics Education</i> , 2017, 48, 261-299.	1.0	88
152	Professionelle Wahrnehmung von Störungen im Unterricht. , 2017, , .		22
153	Teacher self-captured video. <i>Phi Delta Kappan</i> , 2017, 98, 49-54.	0.4	14
154	Video as Text of Teaching: Toward More Deliberate Literacy Field Experience Supervision. <i>Teacher Educator</i> , 2017, 52, 57-74.	0.8	6
155	Using digital video to measure the professional vision of elementary classroom management: Test validation and methodological challenges. <i>Computers and Education</i> , 2017, 107, 13-30.	5.1	70
156	Pre-service teachers' professional vision of instructional support in primary science classes: How content-specific is this skill and which learning opportunities in initial teacher education are relevant for its acquisition?. <i>Teaching and Teacher Education</i> , 2017, 68, 275-288.	1.6	26
157	Video as a catalyst for mathematics teachers' professional growth. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 409-413.	1.0	15
158	Mathematics, lenses and videotapes: a framework and a language for developing reflective practices of teaching. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 433-455.	1.0	27
159	Including students' diverse perspectives on classroom interactions into video-based professional development for teachers. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 497-513.	1.0	3
160	Teacher Educators Struggling to Make Complex Practice Explicit: Distancing Teaching through Video. <i>Studying Teacher Education</i> , 2017, 13, 312-330.	0.8	6
161	Mathematics teachers' self-captured video and opportunities for learning. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 477-495.	1.0	30
162	Leveraging digital tools to build educative curricula for teachers: two promising approaches. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 675-686.	1.3	1
163	Quality Talk and dialogic teaching – an examination of a professional development programme on secondary teachers' facilitation of student talk. <i>British Educational Research Journal</i> , 2017, 43, 968-987.	1.4	16
164	Facilitating Students' Mathematical Noticing. , 2017, , 31-49.		0
165	Eliciting and Analyzing Preservice Teachers' Mathematical Noticing. <i>Mathematics Teacher Educator</i> , 2017, 5, 158-177.	0.2	25
166	Quality Teaching in Primary Science Education. , 2017, , .		3
167	“This is the First Time I’ve Done This”: Exploring secondary prospective mathematics teachers' noticing of students' mathematical thinking. <i>Journal of Mathematics Teacher Education</i> , 2017, 20, 335-355.	1.0	30

#	ARTICLE	IF	CITATIONS
168	Using Student Video Cases to Assess Pre-service Elementary Teachersâ€™ Engineering Teaching Responsiveness. <i>Research in Science Education</i> , 2017, 47, 1101-1125.	1.4	17
169	Developing & using interaction geography in a museum. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2017, 12, 377-399.	1.9	34
170	Teachers' professional vision, pedagogical content knowledge and beliefs: On its relation and differences between pre-service and in-service teachers. <i>Teaching and Teacher Education</i> , 2017, 66, 158-170.	1.6	134
171	Bringing facilitation into view. <i>International Journal of STEM Education</i> , 2017, 4, 32.	2.7	7
172	Teacher learning in a combined professional development intervention. <i>Teaching and Teacher Education</i> , 2018, 71, 341-354.	1.6	27
173	Productive framing of pedagogical failure: How teacher framings can facilitate or impede learning from problems of practice. <i>Thinking Skills and Creativity</i> , 2018, 30, 31-41.	1.9	29
174	Building Reflective Practices in a Pre-service Math and Science Teacher Education Course That Focuses on Qualitative Video Analysis. <i>Journal of Science Teacher Education</i> , 2018, 29, 83-101.	1.4	19
175	Teachersâ€™ reflection on PISA items and why they are so hard for students in Serbia. <i>European Journal of Psychology of Education</i> , 2018, 33, 445-466.	1.3	5
176	Analyzing on-line video club discussions focused on formative assessment. <i>Education and Information Technologies</i> , 2018, 23, 1789-1804.	3.5	3
177	Dataâ€based conjectures for supporting responsive teaching in engineering design with elementary teachers. <i>Science Education</i> , 2018, 102, 548-570.	1.8	27
178	Bridging the gap between theory and practice â€“ The effective use of videos to assist the acquisition and application of pedagogical knowledge in pre-service teacher education. <i>Studies in Educational Evaluation</i> , 2018, 58, 197-204.	1.2	5
179	Identity development: what I notice about myself as a teacher. <i>European Journal of Teacher Education</i> , 2018, 41, 138-156.	2.2	23
180	Co-teacher noticing: implications for professional development. <i>International Journal of Inclusive Education</i> , 2018, 22, 1345-1362.	1.5	7
181	Representations of Practice to Support Teacher Instruction: Video Case Mathematics Professional Development. <i>ICME-13 Monographs</i> , 2018, , 9-22.	1.0	1
182	Stroll into studentsâ€™ learning: Acts to unload teachersâ€™ values through the practices of lesson study for learning community in Vietnam. <i>Improving Schools</i> , 2018, 21, 173-186.	0.6	3
183	Teacher Knowledge for Active-Learning Instruction: Expertâ€™Novice Comparison Reveals Differences. <i>CBE Life Sciences Education</i> , 2018, 17, ar12.	1.1	34
184	Periscope: Looking into Learning in Best-Practices Physics Classrooms. <i>Physics Teacher</i> , 2018, 56, 100-103.	0.2	3
185	Mathematikfortbildungen professionalisieren. <i>Konzepte Und Studien Zur Hochschuldidaktik Und Lehrerbildung Mathematik</i> , 2018, , .	0.1	4

#	ARTICLE	IF	CITATIONS
186	Developing an Integrative Treatment Program for Cancer-Related Fatigue Using Stakeholder Engagement – A Qualitative Study. <i>Integrative Cancer Therapies</i> , 2018, 17, 762-773.	0.8	8
187	Berufsbegleitende Lehrerbildung als Profession verstehen – Konzeption eines Weiterbildungsmasterstudiengangs für Fort- und Auszubildende von Mathematiklehrpersonen. <i>Konzepte Und Studien Zur Hochschuldidaktik Und Lehrerbildung Mathematik</i> , 2018, , 435-452.	0.1	1
188	Representations of Practice in Teacher Education and Research – Spotlights on Different Approaches. <i>ICME-13 Monographs</i> , 2018, , 1-8.	1.0	1
189	Reconsidering the use of video clubs for student-teachers' learning during field placement: Lessons drawn from a longitudinal multiple case study. <i>Teaching and Teacher Education</i> , 2018, 74, 49-61.	1.6	9
190	Critically Conscious or Dangerously Dysconscious?: An Analysis of Teacher Candidates' Concerns in Urban Schools. <i>Teacher Educator</i> , 2018, 53, 124-149.	0.8	10
191	Developing the developers: supporting and researching the learning of professional development facilitators. <i>Professional Development in Education</i> , 2018, 44, 254-271.	1.7	18
192	Sources of shifts in pre-service teachers' patterns of attention: the roles of teaching experience and of observational experience. <i>Journal of Mathematics Teacher Education</i> , 2018, 21, 607-630.	1.0	18
193	Instructional and motivational classroom discourse and their relationship with teacher autonomy and competence support – findings from teacher professional development. <i>European Journal of Psychology of Education</i> , 2018, 33, 377-402.	1.3	25
194	A Clearer Vision: Creating and Evolving a Model to Support the Development of Science Teacher Leaders. <i>Research in Science Education</i> , 2018, 48, 811-837.	1.4	14
195	Characterizing teacher attention to student thinking: A role for epistemological messages. <i>Journal of Research in Science Teaching</i> , 2018, 55, 94-120.	2.0	40
196	Culture and ideology in mathematics teacher noticing. <i>Educational Studies in Mathematics</i> , 2018, 97, 55-69.	1.8	88
197	Technology valued? Observation and review activities to enhance future teachers' utility value toward technology integration. <i>Computers and Education</i> , 2018, 117, 160-174.	5.1	20
198	Investigating the relationships among elementary teachers' perceptions of the use of students' thinking, their professional noticing skills, and their teaching practices. <i>Journal of Mathematical Behavior</i> , 2018, 51, 118-128.	0.5	26
199	Measuring professional vision of inclusive classrooms in secondary education through video-based comparative judgement: An expert study. <i>Studies in Educational Evaluation</i> , 2018, 56, 71-84.	1.2	18
200	The role of relevance in future teachers' utility value and interest toward technology. <i>Educational Technology Research and Development</i> , 2018, 66, 283-311.	2.0	22
201	How Can Designed Reference Points in an Animated Classroom Story Support Teachers' Study of Practice?. <i>Advances in Mathematics Education</i> , 2018, , 147-162.	0.2	3
202	Professionalising teaching: a corpus-based approach to the professional development of teachers in Singapore. <i>Cambridge Journal of Education</i> , 2018, 48, 279-300.	1.6	7
203	Toward Contingency in Scaffolding Reading Comprehension: Next Steps for Research. <i>Reading Research Quarterly</i> , 2018, 53, 367-373.	1.8	25

#	ARTICLE	IF	CITATIONS
204	Exploring Teachers'™ Emotions via Nonverbal Behavior During Video-Based Teacher Professional Development. <i>AERA Open</i> , 2018, 4, 233285841881985.	1.3	8
205	The effectiveness of iCRT Video-based Reflection System on Pre-service Teachers'™ Micro Teaching Practice Focusing on Meaningful Learning with ICT. <i>Journal of Physics: Conference Series</i> , 2018, 1140, 012018.	0.3	0
206	Noticing of Mathematics Teachers. , 2018, , 1-3.		2
208	Further Investigation into the Quality of Teachers'™ Noticing Expertise: A Proposed Framework for Evaluating Teachers'™ Models of Students'™ Mathematical Thinking. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	0.7	13
209	Analyzing the Impact of Video Representation Complexity on Preservice Teacher Noticing of Children'™s Thinking. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	0.7	12
210	More than Data: A Multivocal Inquiry into Video-Based Research on Learning and Teaching. <i>ECNU Review of Education</i> , 2018, 1, 23-35.	1.3	0
211	Using Video Cases and Small-scale Research Projects to Explore Prospective Mathematics Teachers'™ Noticing of Student Thinking. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	0.7	19
212	Pre-service K-8 Teachers'™ Professional Noticing and Strategy Evaluation Skills: An Exploratory Study. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	0.7	4
213	What Does it Mean to Notice my Students'™ Ideas in Science Today?: An Investigation of Elementary Teachers'™ Practice of Noticing their Students'™ Thinking in Science. <i>Cognition and Instruction</i> , 2018, 36, 297-329.	1.9	34
214	Video Research Methods for Learning Scientists. , 2018, , 489-499.		0
215	Views and Beliefs in Mathematics Education. , 2018, , .		0
216	Using Motivational Theory to Enrich IBSE Teaching Practices. <i>Contributions From Science Education Research</i> , 2018, , 87-103.	0.4	0
217	Professional Development for Inquiry-Based Science Teaching and Learning. <i>Contributions From Science Education Research</i> , 2018, , .	0.4	9
218	A measurement of student teachers'™ parent'™teacher communication competences: the design of a video-based instrument. <i>Journal of Education for Teaching</i> , 2018, 44, 333-352.	1.1	14
219	An international perspective on knowledge in teaching mathematics. <i>Journal of Mathematical Behavior</i> , 2018, 51, 71-79.	0.5	9
220	Authentic pedagogy: examining intellectual challenge in social studies classrooms. <i>Journal of Curriculum Studies</i> , 2018, 50, 865-884.	1.2	17
221	Achieving Elusive Teacher Change through Challenging Myths about Learning: A Blended Approach. <i>Education Sciences</i> , 2018, 8, 98.	1.4	41
222	Distance Learning, E-Learning and Blended Learning in Mathematics Education. <i>ICME-13 Monographs</i> , 2018, , .	1.0	8

#	ARTICLE	IF	CITATIONS
223	Combining and integrating formative and summative assessment in mathematics teacher education. ZDM - International Journal on Mathematics Education, 2018, 50, 715-728.	1.3	16
224	Promoting pre-service teachers' professional vision of classroom management during practical school training: Effects of a structured online- and video-based self-reflection and feedback intervention. Teaching and Teacher Education, 2018, 76, 39-49.	1.6	93
228	Concepts, Strategies and Models to Enhance Physics Teaching and Learning. , 2019, , .		3
229	Enhancing Pre-service Teachers'™ Professional Practice Through Reflection on the Action of Others: The Development of the Heterospective Reflection Framework Informed by Virtual Field Experiences. Teacher Educator, 2019, 54, 333-358.	0.8	5
230	Bridging Research and Practice in Science Education. Contributions From Science Education Research, 2019, , .	0.4	2
231	Facilitating the use of video with teachers of mathematics: learning from staying with the detail. International Journal of STEM Education, 2019, 6, 5.	2.7	32
232	Seeing through the eyes of the teacher? Investigating primary school teachers'™ professional noticing through a video-based research methodology. International Journal of Research and Method in Education, 2019, 42, 470-484.	1.1	8
233	Story exchange in teacher professional discourse. Teaching and Teacher Education, 2019, 86, 102913.	1.6	14
234	Developing pre-service teachers'™ professional vision with video interventions: a divergent replication. Journal of Education for Teaching, 2019, 45, 567-584.	1.1	10
235	Teachers'™ reflections of instructional effectiveness: self-assessment through a standards-based appraisal process. Reflective Practice, 2019, 20, 125-141.	0.7	5
236	Preparing Pre-service Teachers for Inclusive Education: Analyzing the Status Quo and Comparing the Effect of Different Types of Subject-Specific Learning Opportunities. , 2019, , 537-559.		4
237	Measuring teachers'™ competence to monitor student interaction'™ in collaborative learning settings. Unterrichtswissenschaft, 2019, 47, 177-199.	0.5	8
238	Teacher Candidate Tool-Supported Video Analysis of Students'™ Science Thinking. Journal of Science Teacher Education, 2019, 30, 528-547.	1.4	11
239	Teacher Face-Work in Discussions of Video-Recorded Classroom Practice: Constraining or Catalyzing Opportunities to Learn?. Journal of Teacher Education, 2019, 70, 538-551.	2.0	37
240	The use of a multimedia case to prepare classroom teachers of emergent bilinguals. Teaching and Teacher Education, 2019, 84, 17-29.	1.6	6
241	A Workshop Approach to Developing the Professional Pedagogical Vision of Irish Secondary Preservice Science Teachers. Journal of Science Teacher Education, 2019, 30, 434-460.	1.4	6
242	Online content-focused coaching to improve classroom discussion quality. Technology, Pedagogy and Education, 2019, 28, 191-215.	3.3	13
243	Learning design: reflective video as self-control in project learning for physics teacher candidates. Journal of Physics: Conference Series, 2019, 1153, 012118.	0.3	0

#	ARTICLE	IF	CITATIONS
244	The impact of direct instruction in a problem-based learning setting. Effects of a video-based training program to foster preservice teachers' professional vision of critical incidents in the classroom. <i>International Journal of Educational Research</i> , 2019, 95, 1-12.	1.2	20
245	Expanding conceptions of utility: middle school students' perspectives on the usefulness of mathematics. <i>Mathematical Thinking and Learning</i> , 2019, 21, 28-53.	0.7	0
246	Scripting the experience of mathematics teaching. <i>International Journal for Lesson and Learning Studies</i> , 2019, 9, 43-56.	0.6	5
247	Effects of short-term video-based interventions and instructions on teachers' feedback skills to support students' self-regulated learning. <i>European Journal of Psychology of Education</i> , 2019, 34, 559-578.	1.3	4
248	Measuring pre-service teachers' professional vision of inclusive classrooms: A video-based comparative judgement instrument. <i>Teaching and Teacher Education</i> , 2019, 78, 1-14.	1.6	23
249	Professional Vision in Fashion Design: Practices and Views of Teachers and Learners. <i>Vocations and Learning</i> , 2019, 12, 47-65.	0.9	5
250	Supporting secondary rural teachers' development of noticing and pedagogical design capacity through video clubs. <i>Journal of Mathematics Teacher Education</i> , 2019, 22, 515-540.	1.0	16
251	Establishing a positive learning atmosphere and conversation culture in the context of a video-based teacher learning community. <i>Professional Development in Education</i> , 2019, 45, 250-263.	1.7	25
252	Preservice Teachers' Mathematics Teaching Competence: Comparing Performance on Two Measures. <i>Journal of Teacher Education</i> , 2019, 70, 472-484.	2.0	11
253	Developing secondary prospective teachers' ability to respond to student work. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 209-232.	1.0	12
254	Professional noticing on a statistical task. <i>Investigations in Mathematics Learning</i> , 2020, 12, 10-27.	0.7	3
255	Teacher Leaders' Mathematical Noticing: Eliciting and Analyzing. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 295-313.	1.5	7
256	"Can this happen only in Japan?" mathematics teachers reflect on a videotaped lesson in a cross-cultural context. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 527-554.	1.0	7
257	Cues, emotions and experiences: How teaching assistants make decisions about teaching. <i>Journal of Further and Higher Education</i> , 2020, 44, 29-42.	1.4	1
258	Video tagging as a window into teacher noticing. <i>Journal of Mathematics Teacher Education</i> , 2020, 23, 385-405.	1.0	28
259	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
260	Lehr-Lern-Labore. , 2020, , .		13
261	Reflecting on Others Before Reflecting on Self: Using Video Evidence to Guide Teacher Candidates' Reflective Practices. <i>Journal of Teacher Education</i> , 2020, 71, 420-433.	2.0	21

#	ARTICLE	IF	CITATIONS
262	Professional Noticing into Practice: An Examination of Inservice Teachersâ€™ Conceptions and Enactment. <i>Investigations in Mathematics Learning</i> , 2020, 12, 110-123.	0.7	0
264	Video-triggered professional learning for general practice trainers: using the â€˜cauldron of practiceâ€™ to explore teaching and learning. <i>Education for Primary Care</i> , 2020, 31, 112-118.	0.2	5
265	What We are Missing in Studies of Teacher Learning: A Call for Microgenetic, Interactional Analyses to Examine Teacher Learning Processes. <i>Journal of the Learning Sciences</i> , 2020, 29, 285-307.	2.0	20
266	Through the eyes of inclusion: an evaluation of video analysis as a reflective tool for student teachers within special education. <i>European Journal of Teacher Education</i> , 2020, 43, 110-126.	2.2	7
268	Investigating university studentsâ€™ adoption of video lessons. <i>Open Learning</i> , 2020, 35, 122-139.	2.4	18
269	Noticing Student Mathematical Thinking Within the Context of Lesson Study. <i>Journal of Teacher Education</i> , 2020, 71, 568-583.	2.0	14
270	Efficacy of video-based teacher professional development for increasing classroom discourse and student learning. <i>Journal of the Learning Sciences</i> , 2020, 29, 642-680.	2.0	36
271	Practitionersâ€™ Noticing and Know-How in Multi-Activity Practice of Patient Care And Teaching and Learning. <i>Cognition and Instruction</i> , 2020, 38, 445-473.	1.9	4
272	Classroom videos or transcripts? A quasi-experimental study to assess the effects of media-based learning on pre-service teachersâ€™ situation-specific skills of classroom management. <i>International Journal of Educational Research</i> , 2020, 103, 101624.	1.2	23
273	Assessing Biology Pre-Service Teachersâ€™ Professional Vision of Teaching Scientific Inquiry. <i>Education Sciences</i> , 2020, 10, 332.	1.4	6
274	Teachersâ€™ Noticing of Studentsâ€™ Slope Statements: Attending and Interpreting. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 504-520.	0.6	5
275	How much does facilitation matter? Comparing externally and participant-facilitated, MQI-based video clubs. <i>Mathematics Education Research Journal</i> , 2022, 34, 369-392.	0.9	3
276	Teachersâ€™ Noticing Skills during Geography Instruction: An Expert-Novice Comparison. <i>Journal of Geography</i> , 2020, 119, 206-214.	1.8	2
277	Lehren und Lernen mit und in digitalen Medien im Sport. <i>Bildung Und Sport</i> , 2020, , .	0.0	3
278	The power of their ideas: leveraging teachersâ€™ mathematical ideas in professional development. <i>International Journal of Mathematical Education in Science and Technology</i> , 2020, , 1-24.	0.8	3
279	Connecting Judgment Process and Accuracy of Student Teachers: Differences in Observation and Student Engagement Cues to Assess Student Characteristics. <i>Frontiers in Education</i> , 2020, 5, .	1.2	15
280	Promoting Professional Vision of Classroom Management Through Different Analytic Perspectives in Video-Based Learning Environments. <i>Journal of Teacher Education</i> , 0, , 002248712096368.	2.0	35
281	Pre-service middle level mathematics teachersâ€™ noticing of student mathematical thinking and teacher identity in the context of virtual experimentation. <i>International Journal of Mathematical Education in Science and Technology</i> , 2020, 51, 1098-1119.	0.8	3



#	ARTICLE	IF	CITATIONS
282	Uniting epistemological perspectives to support contextualized knowledge development. <i>Educational Technology Research and Development</i> , 2020, 68, 703-727.	2.0	6
283	Experiences and views of different key stakeholders on the feasibility of treating cancer-related fatigue. <i>BMC Cancer</i> , 2020, 20, 458.	1.1	0
285	Opening "windows" for teachers to change classroom discourse. <i>Learning, Culture and Social Interaction</i> , 2020, 26, 100425.	1.1	8
286	Using video clubs to develop teachers' thinking and practice in oral feedback and dialogic teaching. <i>Cambridge Journal of Education</i> , 2020, 50, 615-637.	1.6	8
287	A Framework for Explaining Teachers' Diagnostic Judgements by Cognitive Modeling (DiaCoM). <i>Teaching and Teacher Education</i> , 2020, 91, 103059.	1.6	65
288	Breaking with tradition: An investigation of an alternative instructional sequence designed to improve prospective teachers' noticing skills. <i>Teaching and Teacher Education</i> , 2020, 92, 103073.	1.6	12
289	In search of visual expertise: examining skilled vision in the work of news photo professionals. <i>Visual Communication</i> , 2022, 21, 237-255.	0.6	4
290	Zum Verbalisierungsdilemma bei der Erfassung der situationsspezifischen Fähigkeiten von Lehrkräften. <i>Zeitschrift für Bildungsforschung</i> , 2020, 10, 175-190.	0.8	3
291	Professional credential program: impacting early childhood inclusive learning environments. <i>International Journal of Inclusive Education</i> , 2022, 26, 719-736.	1.5	6
292	Evaluating the role of video in supporting reflection beyond INSET. <i>System</i> , 2020, 90, 102195.	1.7	5
293	Using Video to Highlight Curriculum-Embedded Opportunities for Student Discourse. <i>Journal of Teacher Education</i> , 2020, 71, 551-567.	2.0	3
294	Developing a Critical Discourse About Teaching and Learning: The Case of a Secondary Science Video Club. <i>Journal of Science Teacher Education</i> , 2020, 31, 491-514.	1.4	11
295	Evidenzbasierung in der Lehrkräftebildung. <i>Edition ZfE</i> , 2020, , .	0.2	2
296	"We teach, we record, we edit, and we reflect": Engaging pre-service language teachers in video-based reflective practice. <i>Language Teaching Research</i> , 2022, 26, 552-571.	2.1	16
297	Preparing Teachers to Notice Race in Classrooms: Contextualizing the Competencies of Preservice Teachers With Antiracist Inclinations. <i>Journal of Teacher Education</i> , 2020, 71, 584-599.	2.0	61
298	How do geography teachers notice critical incidents during instruction?. <i>International Research in Geographical and Environmental Education</i> , 2020, 29, 163-177.	0.8	4
299	Teacher implementation profiles for integrating computational thinking into elementary mathematics and science instruction. <i>Education and Information Technologies</i> , 2020, 25, 3161-3188.	3.5	44
300	Video-based literacy coaching to develop teachers' professional vision for dialogic classroom text discussions. <i>Teaching and Teacher Education</i> , 2020, 89, 103001.	1.6	10

#	ARTICLE	IF	CITATIONS
301	Reframing the Responsiveness Challenge: A Framing-Anchored Explanatory Framework to Account for Irregularity in Novice Teachers' Attention and Responsiveness to Student Thinking. <i>Cognition and Instruction</i> , 2020, 38, 116-152.	1.9	18
302	To design or to integrate? Instructional design versus technology integration in developing learning interventions. <i>Educational Technology Research and Development</i> , 2020, 68, 2473-2504.	2.0	11
303	Pre-service teachers' evidence-based reasoning during pedagogical problem-solving: better together?. <i>European Journal of Psychology of Education</i> , 2021, 36, 147-168.	1.3	22
304	Teacher voices from an online elementary mathematics community: examining perceptions of professional learning. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 283-308.	1.0	6
305	Exploring prospective teachers' noticing of students' understanding through micro-case videos. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 253-282.	1.0	12
306	Student Teachers' and Teacher Educators' Professional Vision: Findings from an Eye Tracking Study. <i>Educational Psychology Review</i> , 2021, 33, 91-107.	5.1	27
307	Relationship Between Chinese Mathematics Teachers' Knowledge and Their Professional Noticing. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 815-837.	1.5	31
308	Student Teachers' and Experienced Teachers' Professional Vision of Students' Understanding of the Rational Number Concept. <i>Educational Psychology Review</i> , 2021, 33, 109-128.	5.1	22
309	Preservice Mathematics Teachers' Selective Attention and Professional Knowledge-Based Reasoning About Students' Statistical Thinking. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 1037-1055.	1.5	10
310	Exploring student teachers' professional vision of inclusive classrooms in primary education. <i>International Journal of Inclusive Education</i> , 2021, 25, 1091-1107.	1.5	7
311	An Investigation of the Influence of Video Types and External Facilitation on PE Inservice Teachers' Reflections and Their Perceptions of Learning: Findings From the AMPED Cluster Controlled Trial. <i>Journal of Teacher Education</i> , 2021, 72, 368-380.	2.0	7
312	Novice and expert teachers' situation-specific skills regarding classroom management: What do they perceive, interpret and suggest?. <i>Teaching and Teacher Education</i> , 2021, 98, 103243.	1.6	31
313	Transferability of teacher noticing. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 73-84.	1.3	10
314	Classroom complexity affects student teachers' behavior in a VR classroom. <i>Computers and Education</i> , 2021, 163, 104100.	5.1	38
315	Using video to assess preschool teachers' pedagogical knowledge: explicit and higher-order knowledge predicts quality. <i>Early Childhood Research Quarterly</i> , 2021, 55, 64-78.	1.6	12
317	Curricular Knowledge as a Resource for Responsive Instruction: A Case Study. <i>Cognition and Instruction</i> , 2021, 39, 149-180.	1.9	1
318	Effects of Online Content-Focused Coaching on Discussion Quality and Reading Achievement: Building Theory for How Coaching Develops Teachers' Adaptive Expertise. <i>Reading Research Quarterly</i> , 2021, 56, 519-558.	1.8	16
319	Using a technology tool to help pre-service teachers notice students' reasoning and errors on a mathematics problem. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 135-149.	1.3	14

#	ARTICLE	IF	CITATIONS
320	Developing a project within a school-university partnership: factors that influence effective partnership working. <i>Research Papers in Education</i> , 2021, 36, 233-256.	1.7	3
321	A framework for understanding how preservice teachers notice students'™ statistical reasoning about comparing groups. <i>International Journal of Mathematical Education in Science and Technology</i> , 2021, 52, 699-720.	0.8	1
322	Attentive or Not? Toward a Machine Learning Approach to Assessing Students'™ Visible Engagement in Classroom Instruction. <i>Educational Psychology Review</i> , 2021, 33, 27-49.	5.1	79
323	Developing prospective teachers'™ noticing and notions of productive struggle with video analysis in a mathematics content course. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 89-121.	1.0	11
324	Participating in an Online Working Group and Reforming Instruction: the Case of Dr. DM. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2021, 7, 107-139.	1.3	4
325	Are good observers good classroom managers? The relationship between teachers'™ professional vision and their students'™ ratings on classroom management. <i>International Journal of Educational Research</i> , 2021, 109, 101811.	1.2	3
326	Enhancing teachers' noticing around mathematics teaching practices through video-based lesson study with peer coaching. <i>International Journal for Lesson and Learning Studies</i> , 2021, 10, 150-167.	0.6	7
327	Preservice Teachers Decomposing Ambitious Mathematics Teaching. , 2021, , 788-799.		0
328	Expanding on prior conceptualizations of teacher noticing. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 17-27.	1.3	76
329	Mathematics teacher educator noticing: examining interpretations and evidence of students'™ thinking. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 163-189.	1.0	2
330	How prospective kindergarten teachers develop their noticing skills: the instrumentation of a learning trajectory. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 57-72.	1.3	11
331	Investigating Pre-Service Biology Teachers'™ Diagnostic Competences: Relationships between Professional Knowledge, Diagnostic Activities, and Diagnostic Accuracy. <i>Education Sciences</i> , 2021, 11, 89.	1.4	21
332	Prospective K-8 teachers'™ noticing of student justifications and generalizations in the context of analyzing written artifacts and video-records. <i>International Journal of STEM Education</i> , 2021, 8, .	2.7	6
333	Mathematics teacher learning to notice: a systematic review of studies of video-based programs. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 119-134.	1.3	87
334	Noticing and Wondering to Guide Professional Conversations. <i>The Mathematics Teacher</i> , 2021, 114, 94-102.	0.1	2
335	Fostering pre-service teachers'™ situation-specific technological pedagogical knowledge â€œ Does learning by mapping and learning from worked examples help?. <i>Computers in Human Behavior</i> , 2021, 115, 106617.	5.1	5
336	Teacher beliefs, self-efficacy and professional vision: disentangling their relationship in the context of inclusive teaching. <i>Journal of Curriculum Studies</i> , 2021, 53, 314-332.	1.2	8
337	Tahmini Ã–Äyrenme YollarÄ±nÄ±n UygulanmasÄ± SÃ¼recinde Matematik Ã–Äyretmenlerinin ÄŸoklu Temsil KullanÄ±mlarÄ±nÄ±n GeliÅŸimi. <i>Cumhuriyet International Journal of Education</i> , 0, , .	0.1	0

#	ARTICLE	IF	CITATIONS
338	Comparing two constructs for describing and analyzing teachers' diagnostic processes. <i>Studies in Educational Evaluation</i> , 2021, 68, 100973.	1.2	9
339	Exploring the terrains of mathematics teacher noticing. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 1-16.	1.3	42
340	Teachers' professional vision in action. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2023, 37, 122-139.	1.2	20
341	The role of expert feedback in the development of pre-service teachers' professional vision of classroom management in an online blended learning environment. <i>Teaching and Teacher Education</i> , 2021, 99, 103276.	1.6	19
342	A study on posture-based teacher-student behavioral engagement pattern. <i>Sustainable Cities and Society</i> , 2021, 67, 102749.	5.1	6
343	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
344	Content-specific noticing: A large-scale survey of mathematics teachers' noticing. <i>Teaching and Teacher Education</i> , 2021, 101, 103320.	1.6	12
345	A qualitative metasynthesis of video-based prompts and noticing in mathematics education. <i>Mathematics Education Research Journal</i> , 2023, 35, 105-131.	0.9	6
346	Exploring adults' awareness of and suggestions for early childhood numerical activities. <i>Educational Studies in Mathematics</i> , 2022, 109, 5-21.	1.8	1
347	Development of a Learning Environment to Enhance Preservice Physics Teachers' Diagnostic Competence in Terms of Students' Conceptions. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2021, 17, em1972.	0.7	1
348	Examining the Responding Component of Teacher Noticing: A Case of One Teacher's Pedagogical Responses to Students' Thinking in Classroom Artifacts. <i>Journal of Teacher Education</i> , 2021, 72, 579-593.	2.0	12
349	How Science Teachers DiALoG Classrooms: Towards a Practical and Responsive Formative Assessment of Oral Argumentation. <i>Journal of Science Education and Technology</i> , 2021, 30, 803-815.	2.4	4
350	Improving preservice teachers' noticing skills through technology-aided interventions in mathematics pedagogy courses. <i>Teaching and Teacher Education</i> , 2021, 101, 103301.	1.6	7
351	Pre-service teachers engaged in noticing aspects of learner written work. <i>South African Journal of Education</i> , 2021, 41, 1-9.	0.3	1
352	Can Pre-Service Biology Teachers' Professional Knowledge and Diagnostic Activities Be Fostered by Self-Directed Knowledge Acquisition via Texts?. <i>Education Sciences</i> , 2021, 11, 244.	1.4	2
353	Developing a frame for action with digital technology through extending teacher noticing. <i>Teacher Development</i> , 2021, 25, 393-410.	0.4	1
354	Coaching to develop teacher professional noticing: planning with students and mathematics in mind. <i>International Journal of Mentoring and Coaching in Education</i> , 2021, 10, 339-354.	0.7	1
355	Expert and preservice secondary teachers' competencies for noticing student thinking about modelling. <i>Educational Studies in Mathematics</i> , 2022, 109, 431-453.	1.8	8

#	ARTICLE	IF	CITATIONS
356	Classroom interaction geography: visualizing space & time in classroom interaction. <i>Journal of Research on Technology in Education</i> , 0, , 1-15.	4.0	3
357	Using Videos in Blended E-Learning for a Structural Steel Design Course. <i>Education Sciences</i> , 2021, 11, 290.	1.4	11
358	Induction Coaches'™ experiences with video-augmented coaching in a video club model. <i>Professional Development in Education</i> , 0, , 1-14.	1.7	1
359	Exploring the effectiveness of clinical simulations to develop student teachers'™ parent-teacher communication competence. <i>Research Papers in Education</i> , 0, , 1-33.	1.7	3
360	Pedagogical models for the facilitation of teacher professional development via video-supported collaborative learning. A review of the state of the art. <i>Journal of Research on Technology in Education</i> , 2022, 54, 695-718.	4.0	15
361	(Mis)alignment between noticing and instructional quality: the role of psychological and cognitive constructs. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 599-632.	1.0	10
363	Changes in Pre-service Teachers' Noticing Through an Elementary Mathematics Methods Course Combining Theory and Practice. <i>Journal of Educational Research in Mathematics</i> , 2021, 31, 231-255.	0.2	2
364	Teachers'™ Professional Vision: Teachers'™ Gaze During the Act of Teaching and After the Event. <i>Frontiers in Education</i> , 2021, 6, .	1.2	11
365	Situating video as context for teacher learning. <i>Learning, Culture and Social Interaction</i> , 2021, 30, 100542.	1.1	9
366	Associations between problem framing and teacher agency in school-based workgroup discussions of problems of practice. <i>Teaching and Teacher Education</i> , 2021, 105, 103417.	1.6	7
367	Secondary mathematics teachers'™ noticing of students'™ mathematical thinking through modeling-based teacher investigations. <i>Mathematics Education Research Journal</i> , 0, , 1.	0.9	2
368	Development of Prospective Teachers'™ Noticing Skills Within Initial Teacher Education. <i>International Journal of Science and Mathematics Education</i> , 2022, 20, 1611-1634.	1.5	4
369	Learning from recording video of your own classroom. <i>Phi Delta Kappan</i> , 2021, 103, 44-48.	0.4	2
370	Teacher Video Coaching, From Design Features to Student Impacts: A Systematic Literature Review. <i>Review of Educational Research</i> , 2022, 92, 114-165.	4.3	9
371	Using Written Teaching Replays to Learn What Early Career Secondary Mathematics Teachers Notice. <i>International Journal of Science and Mathematics Education</i> , 0, , 1.	1.5	0
372	Exploring preservice, beginning and experienced teachers' noticing of classroom management situations from an actor's perspective. <i>Teaching and Teacher Education</i> , 2021, 106, 103435.	1.6	14
373	Do teachers'™ professional vision and teaching experience always go hand in hand? Examining knowledge-based reasoning of Finnish Grade 1 teachers. <i>Teaching and Teacher Education</i> , 2021, 106, 103458.	1.6	15
374	Profiles of German early childhood teachers'™ pedagogical content beliefs and the relation to their competencies. <i>Early Childhood Research Quarterly</i> , 2022, 58, 47-58.	1.6	6

#	ARTICLE	IF	CITATIONS
375	Growth of professional noticing of mathematics teachers: a comparative study of Chinese teachers noticing with different teaching experiences. ZDM - International Journal on Mathematics Education, 2021, 53, 29-42.	1.3	23
376	Learning diagnostic skills for adaptive teaching – a theoretical foundation. Cogent Education, 2021, 8, .	0.6	7
377	Examining an Activity System of Learners, Tools, and Tasks in a Video Club. , 2021, , 191-211.		1
378	The Role of Mathematics Teachers’ Views for Their Competence of Analysing Classroom Situations. , 2018, , 183-194.		1
379	Noticing of Mathematics Teachers. , 2020, , 639-641.		3
380	Using Self-video-based Discourse in Training Physics Teachers. , 2019, , 159-169.		3
381	Transitions in Prospective Mathematics Teacher Noticing. , 2014, , 239-259.		20
382	Teachers’ Uses of a Learning Trajectory as a Tool for Mathematics Lesson Planning. , 2014, , 261-284.		4
383	Commentary on Section 3: Research on Teachers’ Focusing on Children’s Thinking in Learning to Teach: Teacher Noticing and Learning Trajectories. , 2014, , 285-293.		5
384	A Randomized Trial of Lesson Study with Mathematical Resource Kits: Analysis of Impact on Teachers’ Beliefs and Learning Community. , 2015, , 133-158.		10
385	Measuring Noticing Within Complex Mathematics Classroom Interactions. , 2017, , 281-301.		11
386	Measuring Elementary Mathematics Teachers’ Noticing: Using Child Study as a Vehicle. , 2017, , 321-338.		7
387	A Standardized Approach for Measuring Teachers’ Professional Vision: The Observer Research Tool. , 2017, , 359-380.		14
388	Challenges in Measuring Secondary Mathematics Teachers’ Professional Noticing of Students’ Mathematical Thinking. , 2017, , 381-398.		18
389	Shifting Perspectives on Preservice Teachers’ Noticing of Children’s Mathematical Thinking. , 2017, , 409-426.		14
390	Noticing Distinctions Among and Within Instances of Student Mathematical Thinking. , 2017, , 467-480.		10
391	Mathematical Teacher Noticing: The Key to Learning from Lesson Study. , 2017, , 121-140.		21
392	Diagnostic Competence of Mathematics Teachers: Unpacking a Complex Construct. , 2018, , 3-31.		21

#	ARTICLE	IF	CITATIONS
393	Professional Development of Mathematics Teachers: Through the Lens of the Camera. ICME-13 Monographs, 2018, , 269-288.	1.0	4
394	Describing Curricular Materials for Mathematics Teacher Education in an Online, Rich Media Platform. ICME-13 Monographs, 2018, , 201-220.	1.0	5
395	FÄrderung der Beobachtungskompetenz in der Sportlehrerbildung. Bildung Und Sport, 2018, , 81-100.	0.0	2
396	Schaffung vertikaler und horizontaler Kohärenz in der Lehrerbildung am Beispiel der Physik. , 2019, , 167-182.		1
397	Inszenierte Unterrichtsvideovignetten zur FÄrderung des Wissens um KlassenfÄhrung von (angehenden) LehrkrÄften. , 2019, , 241-257.		5
398	Articulating the Intimate Knowledge of Teaching. , 2015, , 167-196.		1
399	Entry Points for Self-Study. Springer International Handbooks of Education, 2020, , 339-375.	0.1	1
400	Prospective teachers'™ skills of attending, interpreting and responding to content-specific characteristics of mathematics instruction in classroom videos. Teaching and Teacher Education, 2020, 94, 103103.	1.6	17
402	Professionelle Unterrichtswahrnehmung von Lehramtsstudierenden. Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie, 2014, 46, 171-180.	0.3	13
404	Assessing Professional Vision in Teacher Candidates. Zeitschrift Fur Psychologie / Journal of Psychology, 2015, 223, 54-63.	0.7	35
405	Connecting beliefs, noticing and differentiated teaching practices: a study among pre-service teachers and teachers. International Journal of Inclusive Education, 0, , 1-18.	1.5	9
406	How to prepare preservice teachers to deal with disruptions in the classroom? Differential effects of learning with functional and dysfunctional video scenarios. Professional Development in Education, 2023, 49, 108-122.	1.7	14
407	Assessing the interactivity and prescriptiveness of faculty professional development workshops: The real-time professional development observation tool. Physical Review Physics Education Research, 2016, 12, .	1.4	10
408	Exploring the role of content knowledge in responsive teaching. Physical Review Physics Education Research, 2017, 13, .	1.4	9
409	Content-specific pedagogical knowledge, practices, and beliefs underlying the design of physics lessons: A case study. Physical Review Physics Education Research, 2019, 15, .	1.4	4
410	Facilitating Reflexivity in Preservice Science Teacher Education Using Video Analysis and Cogenerative Dialogue in Field-Based Methods Courses. Eurasia Journal of Mathematics, Science and Technology Education, 2014, 10, .	0.7	24
412	VÄ½rovÄ© zamÄ™enÄ-pozornosti u studentÄ uÄitelstvÄ-a povaha jejich interpretacÄ. Pedagogika, 2018, 68,1		3
413	Teaching Science Effectively: A Case Study on Student Verbal Engagement in Classroom Dialogue. Orbis Scholae, 2016, 9, 9-34.	0.3	8

#	ARTICLE	IF	CITATIONS
414	Video Clubs: EFL Teachers'™ Selective Attention Before and After. <i>Orbis Scholae</i> , 2016, 9, 55-75.	0.3	11
415	Case-Based Learning in Initial Teacher Education: Assessing the Benefits and Challenges of Working with Student Videos and Other Teachers'™ Videos. <i>Orbis Scholae</i> , 2016, 9, 119-137.	0.3	11
416	The Development of Multilingual EFL Teachers'™ Professional Vision and Practical Teaching Capabilities in Video-Based Surroundings – Do Language Learning Biographies Have an Impact?. <i>Orbis Scholae</i> , 2018, 11, 63-84.	0.3	2
417	ComunicaÃ§Ã£o no Ensino ExploratÃ³rio: visÃ£o profissional de futuros professores de MatemÃ¡tica. <i>Bolema - Mathematics Education Bulletin</i> , 2018, 32, 967-989.	0.1	6
418	Ders Ä°mecesesi (Lesson Study) Mesleki GeliÅŸim Modeli: Ä–ÄŸretmen AdaylarÄ±nÄ±n Fark Etme Becerilerinin Ä°ncelenmesi. <i>Elementary Education Online (discontinued)</i> , 2017, 16, 428-428.	0.8	16
419	Incorporating Video-Mediated Reflective Tasks in MATESOL Programs. <i>Tesl Canada Journal</i> , 2014, 31, 1.	0.5	8
420	Sustaining Student Gains From Online On-Demand Professional Development. <i>Journal of International Education Research</i> , 2015, 11, 163-172.	0.4	4
421	The Impact Of Teacher Observations With Coordinated Professional Development On Student Performance: A 27-State Program Evaluation. <i>Journal of College Teaching and Learning</i> , 2015, 12, 55-64.	0.8	4
422	Video Complexity: Describing Videos Used for Teacher Learning. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2020, 16, .	0.7	11
423	Tale of the Tape: International Teaching Assistant Noticing During Videotaped Classroom Observations. <i>Journal of International Students</i> , 2015, 5, 434-446.	0.4	9
424	The Use of Videos in the Triangulation Process among Professors, School Teachers, and Students. <i>Advances in Higher Education and Professional Development Book Series</i> , 2017, , 24-45.	0.1	1
425	Reflection Activities Within Clinical Experiences. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 565-586.	0.1	11
426	Micro-Case Videos. <i>Advances in Higher Education and Professional Development Book Series</i> , 2020, , 310-331.	0.1	2
427	Synchronous Online Model for Mathematics Teachers' Professional Development. <i>Advances in Higher Education and Professional Development Book Series</i> , 2020, , 176-202.	0.1	5
428	Towards Answering, &lt;i>What Do We Know about Elementary Pre-Service Teachers'™ Noticing Skills in Science&lt;/i>? A Pre-Requisite to Prepare Them to Teach Responsively in Science Classrooms. <i>Creative Education</i> , 2019, 10, 332-352.	0.2	1
429	Professional vision of future English language teachers: subject-specific noticing and knowledge-based reasoning. <i>E-Pedagogium</i> , 2017, 17, 38-49.	0.0	3
430	ProfesnÄ±nÄ±n studentÄ± uÄ±telstvÄ± anglickÄ±ho jazyka: jak vidÄ± studenti vÄ½ukovÄ± situace zachycenÄ± na videu?. <i>PedagogickÄ± Orientace</i> , 2014, 24, 753-777.	0.2	11
431	Professional Noticing of Children's Mathematical Thinking. <i>Journal for Research in Mathematics Education</i> , 2010, 41, 169-202.	1.0	789



#	ARTICLE	IF	CITATIONS
432	A Framework for Computational Thinking Dispositions in Mathematics Education. Journal for Research in Mathematics Education, 2018, 49, 424-461.	1.0	43
433	Using Questioning to Facilitate Discussion of Science Teaching Problems in Teacher Professional Development. Interdisciplinary Journal of Problem-based Learning, 2010, 4, .	0.2	37
435	Ricerche in corso. Cadmo, 2021, , 120-130.	0.2	0
436	Science Teacher Noticing via Video Annotation: Links between Complexity and Knowledge-Based Reasoning. Journal of Science Teacher Education, 2022, 33, 744-763.	1.4	5
437	The Framework for Analyzing Video in Science Teacher Education (FAVSTE). Journal of Science Teacher Education, 2022, 33, 621-640.	1.4	3
438	Ricerche in corso. Cadmo, 2010, , 104-119.	0.2	0
439	How do teachers learn from students's™ videos. Enseñanza De Las Ciencias, 2013, 30, 35.	0.6	1
440	Analysis of Pre-service Elementary Teachers' Reflection on Their Science Teaching in Terms of Productive Reflection. Journal of the Korean Association for Science Education, 2012, 32, 703-716.	0.1	6
441	Science Teachers' meaning-making of teaching practice, collaboration and professional development. Nordic Studies in Science Education, 2013, 9, 94.	0.3	1
442	An Analysis of the Association between Subject Matter Knowledge and Pedagogical Content Knowledge for Science Teachers: The Case of Earth Science Teachers' Lesson on Atmospheric Pressure. Journal of the Korean Association for Science Education, 2013, 33, 1219-1236.	0.1	4
443	Noticing of Mathematics Teachers. , 2014, , 465-466.		7
444	Improving Mathematics Classroom Instruction through Exemplary Lesson Development: A Chinese Approach. Advances in Mathematics Education, 2014, , 231-252.	0.2	2
445	Non Satis Scire: To Know Is Not Enough. Communications in Computer and Information Science, 2014, , 15-27.	0.4	1
446	Application of Instance Theory to Real-World Professional Vision: A Randomized Controlled Parallel Design in Clinical Psychology Education. Journal of Educational and Developmental Psychology, 2014, 4, .	0.0	0
447	Desarrollo de Habilidades de Observaci3n en la Formaci3n de Liderazgo Escolar a Trav3s de Videos de Clases. Psykhe, 2014, 23, 1-12.	0.4	4
448	Using Video Clubs to Learn for Mathematical Problem-Solving Instruction in the Philippines: The Case of Teaching Extensions. , 2015, , 83-106.		0
449	Pre-service Elementary Teachers' Pedagogical Reasoning about Students' Science Ideas. Journal of Korean Elementary Science Education, 2015, 34, 58-71.	0.1	0
450	Praxisbericht: Three years later€ . , 2016, , 189-218.		0

#	ARTICLE	IF	CITATIONS
451	Using Video to Work with Teachers on Noticing and Responding to Student Thinking. Travail Et Apprentissages, 2015, NÂ° 17, 188-208.	0.2	0
452	Lernrelevante Situationen im Unterricht beschreiben und interpretieren. , 2017, , 283-302.		3
453	Videokluby jako forma profesnÃho vzdÃvÃnÃ-uÄitelÃ: otevmenost komunikace z pohledu uÄitelÃ. Pedagogika, 2016, 66, .	0.1	2
454	Rozvoj profesnÃho vidÃnÃ-studentÃ oboru UÄitelstvÃ-pro matemskÃ Åkoly. Pedagogika, 2016, 66, .	0.1	6
455	Reflections on Video-Based, Cross-Cultural Classroom Research Methodologies. , 2017, , 267-289.		1
457	Initial Teacher Education, Induction, and In-Service Training. Advances in Higher Education and Professional Development Book Series, 2017, , 15-40.	0.1	1
458	Professional Vision Narrative Review. Advances in Higher Education and Professional Development Book Series, 2017, , 1-23.	0.1	0
459	Using Representations of Practice for Teacher Education and Researchâ”Opportunities and Challenges. ICME-13 Monographs, 2017, , 669-670.	1.0	1
461	Videos as Tools of Expertise-Based Training (XBT) for the Professional Development of Teachers. Advances in Higher Education and Professional Development Book Series, 2017, , 255-271.	0.1	2
462	Professional Vision of Pre-service Teachers in Art Education. E-Pedagogium, 2017, 17, 111-123.	0.0	0
463	Pedagogical sensemaking or âœdoing schoolâœ In well-designed workshop sessions, facilitation makes the difference. Physical Review Physics Education Research, 2017, 13, .	1.4	3
464	Lâ€™utilisation de la vidÃo afin dâ€™apprendre Ã enseigner lâ€™EPS Ã des ÃlÃves en situation de handicap moteur: Ãtude de cas. La Nouvelle Revue - Ãducation Et SociÃtÃ Inclusives, 2018, NÂ° 81, 157-172.	0.8	0
465	The Effect of a Video-Based Intervention on the Knowledge-Based Reasoning of Future Mathematics Teachers. ICME-13 Monographs, 2018, , 699-717.	1.0	1
466	Apprendre en sâ€™observant sur vidÃo: une revue systÃmatique de la littÃrature. PÃdagogiques, 2018, 34, .	0.1	2
467	Investigation of the Noticing Levels of Teachers towards Mathematical Thinking of Students: A Lesson Study Model. Turkish Journal of Computer and Mathematics Education, 0, , 1-1.	0.4	5
468	Revoicing, Bridging, and Stuttering Across Formal, Physical, and Virtual Spaces. International Journal of Gaming and Computer-Mediated Simulations, 2018, 10, 21-46.	0.9	0
469	LEARNING TO NOTICE: PROFESSIONAL VISION AND CHALLENGING BEHAVIOUR IN THE CLASSROOM. SOCIETY INTEGRATION EDUCATION Proceedings of the International Scientific Conference, 0, 7, 251-260.	0.0	1
470	Teacher Noticing on Studentsâ€™ Reasoning of Statistical Variability. Journal of the Korean School Mathematics, 2018, 21, 183-206.	0.1	0

#	ARTICLE	IF	CITATIONS
471	In the Spotlight: Supporting Focus Teachers in Video-Based Collaborative Learning Settings. , 0, , .		0
473	Entwicklung eines computergestützten Messinstruments für die professionelle Wahrnehmung von Schülerinteraktionen. , 2019, , 117-129.		0
474	In pursuit of accomplished teacher development through praxis in a South African distance learning programme. NWU Self-directed Learning Series, 2019, , 133-165.	0.1	0
475	Science Teaching Through the Lenses of Students: Lower Secondary School. Contributions From Science Education Research, 2019, , 273-284.	0.4	0
476	Soziale Interaktion und Kommunikation. , 2019, , 421-437.		0
477	Examining Pre-Service Mathematics Teachers' Noticing Skills. Turkish Journal of Computer and Mathematics Education, 0, , .	0.4	0
478	„Zieh sehe was, was du nicht siehst“ – Profitieren Studierende bei der videobasierten Unterrichtsanalyse von Peer Feedback?. , 2019, , 108-113.		1
479	Preparation for Inclusive Teaching: Entangling Prospective Teachers' Perspectives on Inclusive Teaching Using Mathematics Education as an Example. , 2019, , 581-605.		0
481	A Multimedia Professional Development Process for Teacher Education and Professional Development. Advances in Higher Education and Professional Development Book Series, 2019, , 1-13.	0.1	0
482	L'observation professionnelle en formation d'enseignants du secondaire en Belgique francophone. Phronesis, 0, 7, 80-90.	0.1	1
483	Attending to Evidence of Students' Thinking during Instruction. Mathematics Teaching in the Middle School, 2019, 24, 430-435.	0.2	0
484	Ein kurzer Überblick über den Stand der fachdidaktischen Forschung der MINT-Fächer an Lehr-Lern-Laboren. , 2020, , 159-171.		4
485	Bir Ortaokul Matematik Öğretmeninin Mesleki Gelişiminden Yansımalar: Kesir Öğretiminde Fark Etme Becerisinin Öğretimi. Elementary Education Online (discontinued), 0, , 1141-1156.	0.8	2
486	O pensamento funcional e a capacidade de perceber o pensamento funcional de futuras educadoras e professoras dos anos iniciais. Educação Matemática Pesquisa Revista Do Programa De Estudos Pós-Graduados Em Educação Matemática, 2019, 21, .	0.1	0
487	The Effect of Educational Videos on Increasing Student Classroom Participation: Action Research. International Journal of Higher Education, 2020, 9, 323.	0.2	3
488	A Method In Video Case-Based Instruction: Pre-Service Teachers' Own Video-Cases Edited And Discussed. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 0, , .	0.3	1
490	Exploring preservice teachers' abilities to connect professional knowledge with lesson planning and observation. European Journal of Teacher Education, 2024, 47, 120-139.	2.2	12
491	Researching Pre-school Teachers' Knowledge of Oral Language Pedagogy Using Video. Frontiers in Education, 2021, 6, .	1.2	0

#	ARTICLE	IF	CITATIONS
492	360° Video Integration in Teacher Education: A SWOT Analysis. <i>Frontiers in Education</i> , 2021, 6, .	1.2	14
493	A large-scale study on teacher noticing. , 0, , .		0
494	Frameworks for noticing in mathematics education research. , 0, , .		0
495	Shifts in elementary teachers' pedagogical reasoning: Studying teacher learning in an online graduate program in engineering education. <i>Journal of Engineering Education</i> , 2021, 110, 252-271.	1.9	8
496	Professional knowledge and task instruction specificity as influencing factors of prospective teachers' professional vision. <i>Teaching and Teacher Education</i> , 2022, 109, 103517.	1.6	8
498	The effects of a training on the professional gaze, teaching practices of teachers of cycle 2 and cycle 3 and the results of their students in grammatical spelling. <i>Repères Recherches En Didactique Du Français Langue Maternelle</i> , 2019, , 197-220.	0.5	1
499	Entry Points for Self-Study. <i>Springer International Handbooks of Education</i> , 2020, , 1-37.	0.1	1
501	Using Photographs and Learning Trajectories to Enhance Teacher Noticing to Support Formative Assessment. <i>Advances in Early Childhood and K-12 Education</i> , 2020, , 134-149.	0.2	0
502	Eine Unterrichtssequenz â€“ unterschiedliche Einschätzungen. Analyse videografiertes Unterrichtssequenzen als Bestandteil einer evidenzbasierten Lehrer/innenausbildung. <i>Edition ZfE</i> , 2020, , 291-314.	0.2	1
503	Förderung der Professionellen Unterrichtswahrnehmung als Anforderung an die universitäre Sportlehrkräftebildung. <i>Bildung Und Sport</i> , 2020, , 91-108.	0.0	2
505	Examining teacher preparation and on-the-job experience: The gap of theory and practice. <i>International Journal of Research Studies in Education</i> , 2020, 9, .	0.1	2
506	Preservice Teachers Decomposing Ambitious Mathematics Teaching. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 37-47.	0.1	0
507	Noticing Pre-Service Teachers' Attitudes Toward Mathematics in Traditional and Online Classrooms. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 123-133.	0.1	0
508	Examination of Classroom Practices of Teachers in the Context of Video Club. <i>Turkish Journal of Computer and Mathematics Education</i> , 0, , .	0.4	2
509	VÄDEO KULLANILAN REKÂNE KATILAN ÅRET MENLERÄN DENEYÄMLERÄNÄ YANSITAN BÄR FENOMENOGRFÄ ARÄZTIRMASININ Necatibey EÄitim FakÄltesi Elektronik Fen Ve Matematik EÄitimi Dergisi, 0, , .	0.5	1
510	Preservice Teachersâ€™ Professional Vision for and Capacity to Teach Self-Regulated Learning: Effects of Scaffolding Level. <i>Teachers College Record</i> , 2020, 122, 1-48.	0.4	2
511	Professional vision of Grade 1 teachers experiencing different levels of work-related stress. <i>Teaching and Teacher Education</i> , 2022, 110, 103585.	1.6	7
512	A conceptual framework and a professional development model for supporting teachersâ€™ triple SRLâ€™SRT processesâ€and promoting studentsâ€™ academic outcomes. <i>Educational Psychologist</i> , 2021, 56, 298-311.	4.7	31

#	ARTICLE	IF	CITATIONS
513	Designing for Framing in Online Teacher Education: Supporting Teachersâ€™ Attending to Student Thinking in Video Discussions of Classroom Engineering. <i>Journal of Teacher Education</i> , 0, , 002248712110565.	2.0	4
514	Rigor and Responsiveness in Classroom Activity. <i>Teachers College Record</i> , 2016, 118, 1-58.	0.4	59
515	Opinions of Students of the Teaching of Vocational Subject and Practical Training Study Programme on the Teaching Practice in the First Wave of the Coronavirus Pandemic. <i>Lifelong Learning</i> , 2021, 11, 209-224.	0.0	1
517	A coding scheme to clarify teachers' interactive cognitions in noticed classroom management situations from an actor's perspective. <i>Teaching and Teacher Education</i> , 2022, 111, 103602.	1.6	6
518	Lehren lernen mit digitalen Medien. <i>Medienpädagogik</i> , 0, , 675-708.	0.3	2
519	Le cercle pédagogique : pour développer les savoirs et les pratiques d'enseignement en grammaire actuelle. <i>Bellaterra Journal of Teaching and Learning Language and Literature</i> , 2020, 13, e849.	0.2	1
520	Openness and Development or Self-Criticism of Preservice Teachers Watching Videos of Themselves Teaching a Lesson. <i>Review of European Studies</i> , 2020, 12, 1.	0.1	1
521	Prospective Primary Teachersâ€™ Professional Noticing in Non-Formal Learning Environments: The Case of a Mathematics Fair. <i>Education Sciences</i> , 2022, 12, 55.	1.4	1
522	Making sense of student mathematical thinking: the role of teacher mathematical thinking. <i>Educational Studies in Mathematics</i> , 0, , 1.	1.8	2
523	Providing a video-case-based professional development environment for prospective mathematics teachers to notice studentsâ€™ misconceptions in measurement. <i>Journal of Mathematics Teacher Education</i> , 0, , 1.	1.0	3
524	Fostering subject teachers' integrated language teaching in technical vocational education: Results of a professional development program. <i>Teaching and Teacher Education</i> , 2022, 112, 103626.	1.6	3
525	A Trio of Courses to Support Mathematics Transfer Studentsâ€™ Development of Professional Vision. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2022, 18, em2086.	0.7	0
526	Learning from noticing: elementary mathematics preservice teachersâ€™ noticing and responsiveness on lesson modification. <i>Educational Studies</i> , 0, , 1-22.	1.4	1
527	Kooperatives Lernen in Unterrichtsvideos sichtbar machen â€“ Ein Seminarkonzept zur Weiterentwicklung der professionellen Wahrnehmung von Lehramtsstudierenden. , 2022, , 115-152.		1
529	An Epistemic Network Approach to Teacher Studentsâ€™ Professional Vision in Tutoring Video Analysis. <i>Frontiers in Education</i> , 2022, 7, .	1.2	6
530	Language teachers and multimodal instructional reflections during video-based online learning tasks. <i>Technology, Pedagogy and Education</i> , 2022, 31, 293-312.	3.3	1
531	PRE-SERVICE CHEMISTRY TEACHERSâ€™ PROFESSIONAL VISION DEVELOPMENT: THE EFFECT OF LESSON-OBSERVATION PRACTICE. <i>Journal of Baltic Science Education</i> , 2022, 21, 52-68.	0.4	0
532	Editing video cases to facilitate preservice teachersâ€™ self-reflection on their instructional decisions. <i>Reflective Practice</i> , 2022, 23, 467-482.	0.7	4

#	ARTICLE	IF	CITATIONS
533	Secondary teachers' analytic stance of noticing based on video of proportional reasoning. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-21.	0.8	3
534	VÄ°DEO TEMELLÄ° MÄœLAKATLARDA TÄœRKÄ°YEÄ°DE SOSYAL HÄ°ZMET Ä–ÄžRENCÄ°LERÄ°NÄ°N GÄ–ZÄœNDEN PANDEMÄ°. <i>Sosyal AraŒtÄ±rmalar Dergisi</i> , 0, , 123-133.	0.9	0
535	<i>Advances in Teacher Learning Research in the Learning Sciences.</i> , 2022, , 619-637.		0
537	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
538	Mathematics teaching expertise: A study of the dimensionality of content knowledge, pedagogical content knowledge, and content-specific noticing skills. <i>Teaching and Teacher Education</i> , 2022, 114, 103696.	1.6	10
539	Building a model for characterizing critical events: Noticing classroom situations using multiple dimensions. <i>Journal of Mathematical Behavior</i> , 2022, 66, 100947.	0.5	3
540	DuyarÄ± Ä–ÄŸretimin Radikal YapÄ±landÄ±rmacÄ± Perspektiften TanÄ±mlanmasÄ±: Ä–ÄŸretmen MerkezizleÄŸtirmesi. <i>Buca EÄŸitim FakÄ¼ltesi Dergisi</i> , 0, , .	0.2	0
541	Pros and Cons of In-Service Teacher Professional Development via Observation of Filmed Classes. <i>Human Review</i> , 2021, 10, 99-111.	0.0	1
542	Teacher noticing and its growth toward expertise: an expertÄ±novice comparison with pre-serviceÄ±and in-service secondary mathematics teachers. <i>Educational Studies in Mathematics</i> , 2022, 110, 205-232.	1.8	19
543	Noticing and weighing alternatives in the reflection of regular classroom teaching: Evidence of expertise using mobile eye-tracking. <i>Instructional Science</i> , 2022, 50, 251-272.	1.1	15
544	Examining pre-service mathematics teachers' argumentation-supported lesson plans and their noticing during planning. <i>International Journal of Mathematical Education in Science and Technology</i> , 0, , 1-21.	0.8	3
545	Investigating preservice teachers' assessment skills: Relating aspects of teacher noticing and content knowledge for assessing student thinking in written work. <i>School Science and Mathematics</i> , 2022, 122, 142-154.	0.5	3
546	Student Videos as a Tool for Elementary Teacher Development in Teaching Engineering: What Do Teachers Notice? (Research to Practice). , 0, , .		2
547	The Video Case Diagnosis Task: Assessing Pre-Service Teachers' Knowledge of Engineering Design Practices (work in progress). , 0, , .		0
552	When Seeing is Believing: A Framework for Reflective Conversations in Remote and Face-to-Face Coaching Approaches. <i>Early Childhood Education Journal</i> , 2023, 51, 827-835.	1.6	1
553	Professional vision as a mediator for inclusive education? Unravelling the interplay between teachers' beliefs, professional vision and reported practice of differentiated instruction. <i>Educational Review</i> , 2024, 76, 483-505.	2.2	1
554	Towards Modeling of Virtual Reality Welding Simulators to Promote Accessible and Scalable Training. , 2022, , .		13
555	Sentence Stems to Foster Dialogue: Uses of Ä± NoticeÄ± and Ä± WonderÄ±in Online Teacher Professional Development. <i>Journal of Teacher Education</i> , 2022, 73, 424-437.	2.0	1

#	ARTICLE	IF	CITATIONS
556	How preservice and in-service elementary teachers engage student avatars in scientific argumentation within a simulated classroom environment. <i>Science Education</i> , 0, , .	1.8	1
557	Exploring Changes of Mathematics Teachers' Noticing in a Video Club: Identifying Turning Points. <i>International Journal of Science and Mathematics Education</i> , 0, , .	1.5	2
558	Instructional Change after Participating in a Mathematics Professional Development Program: An Exploration of Impact. <i>Teacher Educator</i> , 0, , 1-20.	0.8	0
559	Considerations when using rating scales to support teacher professional development: A commentary on Weadman, Serry and Snow (2022). <i>First Language</i> , 0, , 014272372210965.	0.5	2
561	Teacher noticing: A systematic literature review of conceptualizations, research designs, and findings on learning to notice. <i>Educational Research Review</i> , 2022, 36, 100453.	4.1	64
562	Contrastive Video Examples in Teacher Education: A Matter of Sequence and Prompts. <i>Frontiers in Education</i> , 0, 7, .	1.2	2
563	Professional Vision and the Compensatory Effect of a Minimal Instructional Intervention: A Quasi-Experimental Eye-Tracking Study With Novice and Expert Teachers. <i>Frontiers in Education</i> , 0, 7, .	1.2	8
564	Bridging the Gap Between Qualitative and Quantitative Assessment in Science Education Research with Machine Learning – A Case for Pretrained Language Models-Based Clustering. <i>Journal of Science Education and Technology</i> , 2022, 31, 490-513.	2.4	17
567	Visão profissional de estudantes de Pedagogia na análise de episódios de aula de matemática na perspectiva do ensino exploratório. <i>Ciência &amp; Educação</i> , 0, 28, .	0.4	0
568	Impacting teachers' reflection on elementary mathematics classroom videos in online asynchronous professional learning contexts. , 2022, 1, 100003.		4
569	Teaching versus watching? Using video feedback to counter teacher stress. <i>Teacher Development</i> , 2022, 26, 472-491.	0.4	1
570	Facilitating Preservice Teachers' Reflections through Interactive Videos: Guided Viewing of Expert Videos. <i>Dil E Yitimi Ve Araytilar Dergisi</i> , 0, , .	0.4	1
571	Teachers' perspectives on dealing with students' errors. <i>Frontiers in Education</i> , 0, 7, .	1.2	3
572	Professional vision of teaching as a focus-specific or focus-integrated skill – Conceptual considerations and video-based assessment. <i>Teaching and Teacher Education</i> , 2022, 117, 103797.	1.6	4
575	Vliv právních studia učitelů na rozvoj jejich profesního vidění. <i>Studia Paedagogica</i> , 2022, 27, 13-33.	0.3	0
577	Student Teachers' Use of Language: Discourse Functions in Teaching-Based Reflective Writing. <i>Orbis Scholae</i> , 0, , 1-22.	0.3	0
578	Video-based reflection in teacher education: Comparing virtual reality and real classroom videos. <i>Computers and Education</i> , 2022, 190, 104601.	5.1	20
579	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

#	ARTICLE	IF	CITATIONS
580	DEVELOPMENT OF CLASSROOM VIDEO RECORDING READINESS SCALE: A VALIDITY AND RELIABILITY STUDY. EÄYitim Teknolojisi Kuram Ve Uygulama, 0, , .	0.1	0
581	Enhancing students' metacognition, achievement and transfer between domains: Effects of the simulative "SRL-AIDE" parallel teacher" student program. International Journal of Educational Research, 2022, 116, 102074.	1.2	1
582	Participation and learning in prek teacher workgroups: a communities of practice analysis of mathematics-focused professional development. Journal of Early Childhood Teacher Education, 2023, 44, 510-530.	0.9	1
583	Supporting Teacher Noticing of Moments of Algebraic Potential. Journal of Educational Research in Mathematics, 2022, 32, 271-286.	0.2	1
584	Teachers" framing of students" difficulties in mathematics learning in collegial discussions. Scandinavian Journal of Educational Research, 2023, 67, 1069-1085.	1.0	1
585	Noticing inclusive teaching practices in tandems " results from cross-national video clubs at two different school levels. International Journal of Inclusive Education, 0, , 1-17.	1.5	1
586	The Nature of Reflective Communication Within Video Clubs: What Matters?. Orbis Scholae, 0, , 1-18.	0.3	0
587	Using authentic representations of practice in teacher education: Do direct instructional and problem-based approaches really produce different effects?. PLoS ONE, 2022, 17, e0273988.	1.1	0
588	Analysis of Tutoring in the Professional Development of STEM Teachers. Mathematics, 2022, 10, 3331.	1.1	0
589	Promoting teachers' in-class SRL practices: effects of Authentic Interactive Dynamic Experiences (AIDE) based on simulations and video. Instructional Science, 2022, 50, 829-861.	1.1	5
591	Positioning video in classroom research: Ontological and epistemic tensions. Learning, Culture and Social Interaction, 2022, 37, 100669.	1.1	2
592	Teachers" professional vision in teaching physics " a validation study. International Journal of Science Education, 0, , 1-24.	1.0	0
593	Supporting teachers" engagement with student thinking in teacher-captured video-based professional development environments: factors and implications. Technology, Pedagogy and Education, 0, , 1-21.	3.3	0
594	Professional vision in the classroom: Teachers" knowledge-based reasoning explaining their visual focus of attention to students. Teaching and Teacher Education, 2023, 121, 103907.	1.6	8
595	Teaching matters: A longitudinal study of mathematics teachers" knowledge growth. Teaching and Teacher Education, 2023, 121, 103949.	1.6	6
596	AI-based multidisciplinary framework to assess the impact of gamified video-based learning through schema and emotion analysis. Computers and Education Artificial Intelligence, 2022, 3, 100109.	6.9	0
597	Short pedagogical training in supporting university teachers" professional vision: A comparison of prospective and current faculty teachers. Instructional Science, 2023, 51, 201-229.	1.1	4
598	Science Teachers" Negotiation of Professional Vision around Dilemmas of Science Teaching in a Professional Development Context. Journal of Science Teacher Education, 2023, 34, 689-706.	1.4	1



#	ARTICLE	IF	CITATIONS
599	Current trends, tensions and unresolved issues in research on teacher professional learning. , 2023, , 550-561.		1
600	Social and socio-mathematical norms constructed by teachers in classes through the development of noticing skills. International Electronic Journal of Mathematics Education, 2023, 18, em0723.	0.3	3
601	Researching teacher learning through self-video. , 2023, , 120-126.		0
602	Teacher education and the development of teacher noticing. , 2023, , 323-328.		0
603	Measuring teacher noticing: A scoping review of standardized instruments. Teaching and Teacher Education, 2023, 122, 103970.	1.6	8
604	Unfolding the potential of computer-assisted argument mapping practices for promoting self-regulation of learning and problem-solving skills of pre-service teachers and their relationship. Computers and Education, 2023, 193, 104683.	5.1	5
605	Professional Identity Development During Video Cases Discussions: Does It Make a Difference Whether Teacher Candidates Focus Their Own Videos or Expertsâ€™ Videos?. International Journal of Contemporary Educational Research, 2022, 9, 738-750.	0.6	1
606	Developing scripted video cases for teacher education: Creating evidence-based practice representations using mock ups. Frontiers in Education, 0, 7, .	1.2	3
607	Using virtual classroom simulations in a mathematics methods course to develop preâ€™service primary mathematics teachers' noticing skills. British Journal of Educational Technology, 2023, 54, 734-753.	3.9	2
608	Tools for supporting teacher noticing about classroom video in online professional development. Journal of Mathematics Teacher Education, 0, , .	1.0	2
609	Using a logic model to evaluate a novel video-based professional development activity for general practice clinical educators. Teacher Development, 0, , 1-31.	0.4	0
610	Research-based training for undergraduate mathematics tutors. International Journal of Mathematical Education in Science and Technology, 0, , 1-26.	0.8	0
612	How can signaling in authentic classroom videos support reasoning on how to induce learning strategies?. Frontiers in Education, 0, 8, .	1.2	1
613	Professional Development for Teaching Mathematics with Technology: Fostering Teacher and Facilitator Noticing. Mathematics Education in the Digital Era, 2022, , 1-29.	0.2	2
614	Supporting novice mathematics teachers: The impact of an e-mentoring and video-based professional development program on teachersâ€™ noticing skills. International Electronic Journal of Mathematics Education, 2023, 18, em0737.	0.3	0
615	Examining preservice teachersâ€™ noticing of equity-based teaching practices to empower students engaging in productive struggle. Journal of Mathematical Behavior, 2023, 70, 101045.	0.5	0
616	Digital video-based peer feedback training: The effect of expert feedback on pre-service teachersâ€™ peer feedback beliefs and peer feedback quality. Teaching and Teacher Education, 2023, 127, 104099.	1.6	1
617	Effects of different video- or text-based reflection stimuli on pre-service teachersâ€™ emotions, immersion, cognitive load and knowledge-based reasoning. Studies in Educational Evaluation, 2023, 77, 101256.	1.2	1

#	ARTICLE	IF	CITATIONS
618	Teachers'™ interactive cognitions in noticed classroom management events: Does experience matter?. Teaching and Teacher Education, 2023, 126, 104076.	1.6	3
619	Mental simulations to facilitate teacher learning of ambitious mathematics instruction in coaching interactions. International Journal of STEM Education, 2023, 10, .	2.7	1
620	The role of emotion and reflection in the development of student teachers'™ self-efficacy when analyzing video lessons. Frontiers in Psychology, 0, 14, .	1.1	0
621	Using video enhanced mobile observation for peer-feedback in teacher education. Journal of Digital Learning in Teacher Education, 2023, 39, 102-113.	0.7	1
622	Learning to Teach Responsively Through Asynchronous Collaborative Discourse Around Video Records of Practice. Journal of Teacher Education, 2023, 74, 451-466.	2.0	0
623	Exploring Resources for Responsiveness to Student Thinking in Practice. Journal of Teacher Education, 2023, 74, 481-494.	2.0	2
624	â€œWe All Sort of Jump to That Relationship Pieceâ€• Science Teachers'™ Collaborative Professional Learning about the Role of Relationships in Argumentation. Cognition and Instruction, 0, , 1-36.	1.9	0
625	Bir Ortaokul Matematik Ã–Äretmeninin Fark Etme Becerisinin Alan Ã–lÃšme Ã–Äretimine Yansımalar. Buca EÄitim FakÃ¼ltesi Dergisi, 2023, , 95-118.	0.2	1
626	Elementary school science teachers' discourse and <scp>onâ€œtheâ€•job</scp> learning about student motivation. Journal of Research in Science Teaching, 2023, 60, 2321-2360.	2.0	0
627	Development of professional vision and pedagogical content knowledge during initial teacher education. International Journal of Educational Research, 2023, 119, 102186.	1.2	0
629	Germany: Professional Networks of Minority Teachers and Their Role in Developing Multicultural Schools. , 2023, , 139-156.		1
636	Learning to teach through noticing: a bibliometric review of teacher noticing research in mathematics education during 2006â€“2021. Humanities and Social Sciences Communications, 2023, 10, .	1.3	3
653	Critical Incidents im sozialwissenschaftlichen Fachunterricht. Politische Bildungen, 2024, , 87-107.	0.1	0
654	Professionelle Unterrichtswahrnehmung von PolitiklehrkrÃften. Politische Bildungen, 2024, , 3-24.	0.1	0
673	Dialogically Focused Secondary Mathematics Teachers' Orientations Toward Mathematical Writing. Advances in Library and Information Science, 2023, , 93-114.	0.2	0
679	Fostering Professional Development on Teaching via an Online Platform Enriched With Real-Life Case Videos and Discussions. Advances in Mobile and Distance Learning Book Series, 2024, , 132-152.	0.4	0
683	Collegial Video-Based Reflection on Teaching in Teacher Education - Reflection Processes and Levels of Reflection Quality. Lecture Notes in Networks and Systems, 2024, , 155-165.	0.5	0