Wolff-Michael Roth

List of Publications by Year
in descending order

235 papers	7,637 citations	53789 45 h-index	85537 71 g-index
247 all docs	247 docs citations	247 times ranked	2926 citing authors

#	Article	IF	Citations
1	Science education as/for participation in the community. Science Education, 2004, 88, 263-291.	3.0	324
2	Rethinking Scientific Literacy. , 0, , .		285
3	Physics students' epistemologies and views about knowing and learning. Journal of Research in Science Teaching, 1994, 31, 5-30.	3.3	188
4	Prevalence, function, and structure of photographs in high school biology textbooks. Journal of Research in Science Teaching, 2003, 40, 1089-1114.	3.3	170
5	Differences in graph-related practices between high school biology textbooks and scientific ecology journals. Journal of Research in Science Teaching, 1999, 36, 977-1019.	3.3	168
6	The Social Construction of Scientific Concepts or the Concept Map as Device and Tool Thinking in High Conscription for Social School Science. Science Education, 1992, 76, 531-557.	3.0	162
7	The concept map as a tool for the collaborative construction of knowledge: A microanalysis of high school physics students. Journal of Research in Science Teaching, 1993, 30, 503-534.	3.3	162
8	Experimenting in a constructivist high school physics laboratory. Journal of Research in Science Teaching, 1994, 31, 197-223.	3.3	159
9	Teacher questioning in an open-inquiry learning environment: Interactions of context, content, and student responses. Journal of Research in Science Teaching, 1996, 33, 709-736.	3.3	130
10	Learning science through technological design. Journal of Research in Science Teaching, 2001, 38, 768-790.	3.3	130
11	From ?truth? to ?invented reality?: A discourse analysis of high school physics students' talk about scientific knowledge. Journal of Research in Science Teaching, 1997, 34, 145-179.	3.3	123
12	Where IS the Context in Contextual Word Problem?: Mathematical Practices and Products in Grade 8 Students' Answers to Story Problems. Cognition and Instruction, 1996, 14, 487-527.	2.9	121
13	Contradictions in theorizing and implementing communities in education. Educational Research Review, 2006, 1, 27-40.	7.8	105
14	Keeping the local local: Recalibrating the status of science and traditional ecological knowledge (TEK) in education. Science Education, 2007, 91, 926-947.	3.0	103
15	Why may students fail to learn from demonstrations? A social practice perspective on learning in physics. Journal of Research in Science Teaching, 1997, 34, 509-533.	3.3	102
16	Coteaching: Creating resources for learning and learning to teach chemistry in urban high schools. Journal of Research in Science Teaching, 2004, 41, 882-904.	3.3	101
17	Affordances of computers in teacher-student interactions: The case of interactive physicsâ„¢. Journal of Research in Science Teaching, 1995, 32, 329-347.	3.3	100
18	Graphing: Cognitive ability or practice?. Science Education, 1997, 81, 91-106.	3.0	94

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19	Emotion at Work: A Contribution to Third-Generation Cultural-Historical Activity Theory. Mind, Culture, and Activity, 2007, 14, 40-63.	1.9	91
20	From activity to gestures and scientific language. Journal of Research in Science Teaching, 2001, 38, 103-136.	3.3	89
21	From gesture to scientific language. Journal of Pragmatics, 2000, 32, 1683-1714.	1.5	87
22	Making sense of photographs. Science Education, 2005, 89, 219-241.	3.0	86
23	Differential Participation During Science Conversations: The Interaction of Focal Artifacts, Social Configurations, and Physical Arrangements. Journal of the Learning Sciences, 1999, 8, 293-347.	2.9	85
24	Situated cognition. Wiley Interdisciplinary Reviews: Cognitive Science, 2013, 4, 463-478.	2.8	85
25	>unDELETE science education:/lives/work/voices. Journal of Research in Science Teaching, 1998, 35, 399-421.	3.3	80
26	Toward a Theory of Experience. Science Education, 2014, 98, 106-126.	3.0	79
27	Becoming-in-the-classroom: a case study of teacher development through coteaching. Teaching and Teacher Education, 1999, 15, 771-784.	3.2	77
28	Mathematization of experience in a grade 8 open-inquiry environment: An introduction to the representational practices of science. Journal of Research in Science Teaching, 1994, 31, 293-318.	3.3	72
29	Lessons on and from the dihybrid cross: An activity-theoretical study of learning in coteaching. Journal of Research in Science Teaching, 2002, 39, 253-282.	3.3	68
30	Intercorporeality and ethical commitment: an activity perspective on classroom interaction. Educational Studies in Mathematics, 2011, 77, 227-245.	2.8	68
31	Re/thinking the Zone of Proximal Development (Symmetrically). Mind, Culture, and Activity, 2010, 17, 299-307.	1.9	67
32	Coteaching/Cogenerative Dialoguing: Learning Environments Research as Classroom Praxis. Learning Environments Research, 2002, 5, 1-28.	2.8	66
33	Enhancing Primary School Students' Knowledge about Global Warming and Environmental Attitude Using Climate Change Activities. International Journal of Science Education, 2015, 37, 31-54.	1.9	64
34	Inventors, copycats, and everyone else: The emergence of shared resources and practices as defining aspects of classroom communities. Science Education, 1995, 79, 475-502.	3.0	62
35	Science, culture, and the emergence of language. Science Education, 2002, 86, 368-385.	3.0	62
36	Bricolage, mÃ©tissage, hybridity, heterogeneity, diaspora: concepts for thinking science education in the 21st century. Cultural Studies of Science Education, 2008, 3, 891-916.	1.3	61

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37	Student views of collaborative concept mapping: An emancipatory research project. Science Education, 1994, 78, 1-34.	3.0	60
38	Making Classifications (at) Work. Social Studies of Science, 2005, 35, 581-621.	2.5	60
39	Toward a new conception of conceptions: Interplay of talk, gestures, and structures in the setting. Journal of Research in Science Teaching, 2006, 43, 1086-1109.	3.3	59
40	Passibility. , 2011, , .		59
41	Chemical inscriptions in Korean textbooks: Semiotics of macro- and microworld. Science Education, 2006, 90, 173-201.	3.0	57
42	Solidarity and conflict: aligned and misaligned prosody as a transactional resource in intra- and intercultural communication involving power differences. Cultural Studies of Science Education, 2010, 5, 807-847.	1.3	52
43	Contradictions in the practices of training for and assessment of competency. Education and Training, 2008, 50, 260-272.	3.1	51
44	Learning to teach science as practice. Teaching and Teacher Education, 2001, 17, 741-762.	3.2	50
45	When up is down and down is up: Body orientation, proximity, and gestures as resources. Language in Society, 2002, 31, 1-28.	0.5	49
46	Bodily experience and mathematical conceptions: from classical views to a phenomenological reconceptualization. Educational Studies in Mathematics, 2009, 70, 175-189.	2.8	48
47	Radical Uncertainty in Scientific Discovery Work. Science Technology and Human Values, 2009, 34, 313-336.	3.1	48
48	Emotional arousal of beginning physics teachers during extended experimental investigations. Journal of Research in Science Teaching, 2013, 50, 137-161.	3.3	47
49	Knowing What You Tell, Telling What You Know: Uncertainty and Asymmetries of Meaning in Interpreting Graphical Data. Cultural Studies of Science Education, 2006, 1, 11-81.	1.3	46
50	Reproducing successful rituals in bad times: Exploring emotional interactions of a new science teacher. Science Education, 2011, 95, 745-765.	3.0	46
51	Engaging young children in collective curriculum design. Cultural Studies of Science Education, 2010, 5, 533-562.	1.3	45
52	Science teaching as knowledgability: A case study of knowing and learning during coteaching. Science Education, 1998, 82, 357-377.	3.0	44
53	On performing concepts during science lectures. Science Education, 2007, 91, 96-114.	3.0	44
54	Learning and teaching as emergent features of informal settings: An ethnographic study in an environmental action group. Science Education, 2006, 90, 1028-1049.	3.0	40

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55	Coordination in coteaching: Producing alignment in real time. Science Education, 2005, 89, 675-702.	3.0	39
56	A study of laughter in science lessons. Journal of Research in Science Teaching, 2011, 48, 437-458.	3.3	39
57	Deinstitutionalising school science: Implications of a strong view of situated cognition. Research in Science Education, 1997, 27, 497-513.	2.3	36
58	Perceptual gestalts in workplace communication. Journal of Pragmatics, 2004, 36, 1037-1069.	1.5	36
59	Of Disciplined Minds and Disciplined Bodies: On Becoming an Ecologist. Qualitative Sociology, 2001, 24, 459-481.	1.6	35
60	Emergence, flexibility, and stabilization of language in a physics classroom. Journal of Research in Science Teaching, 2003, 40, 869-897.	3.3	35
61	The ethico-moral nature of identity: Prolegomena to the development of third-generation Cultural-Historical Activity Theory. International Journal of Educational Research, 2007, 46, 83-93.	2.2	35
62	Promoting pro-environmental attitudes and reported behaviors of Malaysian pre-service teachers using green chemistry experiments. Environmental Education Research, 2012, 18, 375-389.	2.9	35
63	Changes in Primary Studentsâ€™ Informal Reasoning During an Environment-Related Curriculum on Socio-scientific Issues. International Journal of Science and Mathematics Education, 2018, 16, 401-419.	2.5	35
64	Differential Participation During Science Conversations: The Interaction of Focal Artifacts, Social Configurations, and Physical Arrangements. Journal of the Learning Sciences, 1999, 8, 293-347.	2.9	35
65	Coteaching, as colearning, is praxis. Research in Science Education, 1999, 29, 51-67.	2.3	34
66	Understanding Educational Psychology. Cultural Psychology of Education, 2017, , .	0.2	34
67	Problemâ€Centered Learning for the Integration of Mathematics and Science in a Constructivist Laboratory: A Case Study. School Science and Mathematics, 1993, 93, 113-122.	0.9	33
68	Situated cognition and assessment of competence in science. Evaluation and Program Planning, 1998, 21, 155-169.	1.6	33
69	Time and temporality as mediators of science learning. Science Education, 2008, 92, 115-140.	3.0	33
70	Fullness of life as minimal unit: Science, technology, engineering, and mathematics (STEM) learning across the life span. Science Education, 2010, 94, 1027-1048.	3.0	33
71	Cultural diversity in science education through Novelization: Against the Epicization of science and cultural centralization. Journal of Research in Science Teaching, 2011, 48, 824-847.	3.3	33
72	Learning Environments Research, Lifeworld Analysis, and Solidarity in Practice. Learning Environments Research, 1999, 2, 225-247.	2.8	32

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73	Proliferation of inscriptions and transformations among preservice science teachers engaged in authentic science. Journal of Research in Science Teaching, 2007, 44, 538-564.	3.3	32
74	ReadingActivity, Consciousness, PersonalityDialectically: Cultural-Historical Activity Theory and the Centrality of Society. Mind, Culture, and Activity, 2014, 21, 4-20.	1.9	32
75	Rules of bending, bending the rules: the geometry of electrical conduit bending in college and workplace. Educational Studies in Mathematics, 2014, 86, 177-192.	2.8	32
76	Interpreting unfamiliar graphs: A generative, activity theoretic model. Educational Studies in Mathematics, 2004, 57, 265-290.	2.8	31
77	From a Sense of Stereotypically Foreign to Belonging in a Science Community: Ways of Experiential Descriptions About High School Studentsâ€™ Science Internship. Research in Science Education, 2010, 40, 291-311.	2.3	31
78	Perezhivaniein the Light of the Later Vygotskyâ€™s Spinozist Turn. Mind, Culture, and Activity, 2016, 23, 315-324.	1.9	31
79	Knowing, researching, and reporting science education: Lessons from science and technology studies. Journal of Research in Science Teaching, 1998, 35, 213-235.	3.3	30
80	Lecturing graphing: What features of lectures contribute to student difficulties in learning to interpret graph?. Research in Science Education, 1998, 28, 77-90.	2.3	30
81	Activism: A Category for Theorizing Learning. Canadian Journal of Science, Mathematics and Technology Education, 2010, 10, 278-291.	1.0	30
82	Staging Aristotle and natural observation against Galileo and (stacked) scientific experiment or physics lectures as rhetorical events. Journal of Research in Science Teaching, 1996, 33, 135-157.	3.3	28
83	How Does the Body Get Into the Mind?. Human Studies, 2002, 25, 333-358.	1.0	27
84	Theorizing passivity. Cultural Studies of Science Education, 2007, 2, 1-8.	1.3	27
85	Culturing conceptions: From first principles. Cultural Studies of Science Education, 2008, 3, 231-261.	1.3	27
86	Competent Workplace Mathematics: How Signs Become Transparent in Use. International Journal of Computers for Mathematical Learning, 2003, 8, 161-189.	0.6	26
87	Remediating misconception on climate change among secondary school students in Malaysia. Environmental Education Research, 2015, 21, 631-648.	2.9	26
88	A Transactional Approach to Transfer Episodes. Journal of the Learning Sciences, 2016, 25, 285-330.	2.9	26
89	Representations of scientists in Canadian high school and college textbooks. Journal of Research in Science Teaching, 2008, 45, 1059-1082.	3.3	25
90	Title is missing!. Science and Education, 1997, 6, 373-396.	2.7	24

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91	Interactional structures during a grade 4-5 open-design engineering unit. Journal of Research in Science Teaching, 1997, 34, 273-302.	3.3	24
92	Decalages in Talk and Gesture: Visual and Verbal Semiotics of Ecology Lectures. Linguistics and Education, 1998, 10, 335-358.	1.2	24
93	To be or not to be? Discursive resources for (Disâ€)identifying with scienceâ€•related careers. Journal of Research in Science Teaching, 2009, 46, 1114-1136.	3.3	24
94	Inconsistencies in DIF Detection for Sub-Groups in Heterogeneous Language Groups. Applied Measurement in Education, 2014, 27, 273-285.	1.1	24
95	Metaphors and conversational analysis as tools in reflection on teaching practice: Two perspectives on teacher-student interactions in open-inquiry science. Science Education, 1993, 77, 351-373.	3.0	23
96	The Emergence of 3D Geometry From Children's (Teacher-Guided) Classification Tasks. Journal of the Learning Sciences, 2009, 18, 45-99.	2.9	23
97	Affect and emotions in mathematics education: toward a holistic psychology of mathematics education. Educational Studies in Mathematics, 2019, 102, 111-125.	2.8	23
98	Using Vee and Concept Maps in Collaborative Settings: Elementary Education Majors Construct Meaning in Physical Science Courses. School Science and Mathematics, 1993, 93, 237-244.	0.9	22
99	The Joint Work of Connecting Multiple (Re)presentations in Science Classrooms. Science Education, 2015, 99, 378-403.	3.0	22
100	Bridging the Gap Between School and Real Life: Toward an Integration of Science, Mathematics, and Technology in the Context of Authentic Practice. School Science and Mathematics, 1992, 92, 307-317.	0.9	21
101	Translations of scientific practice to â€œstudents' images of scienceâ€• Science Education, 2009, 93, 611-634.	3.0	21
102	Science language Wanted Alive: Through the dialectical/dialogical lens of Vygotsky and the Bakhtin circle. Journal of Research in Science Teaching, 2014, 51, 1049-1083.	3.3	21
103	Modeling design as situated and distributed process. Learning and Instruction, 2001, 11, 211-239.	3.2	20
104	Community-Level Controversy Over a Natural Resource: Toward a More Democratic Science in Society. Society and Natural Resources, 2006, 19, 429-445.	1.9	20
105	Natural pedagogical conversations in high school students' internship. Journal of Research in Science Teaching, 2009, 46, 481-505.	3.3	20
106	Lab technicians and high school student internsâ€”Who is scaffolding whom?: On forms of emergent expertise. Science Education, 2009, 93, 1-25.	3.0	20
107	â€œTheyâ€™re gonna explain to us what makes a cube a cube?â€•Geometrical properties as contingent achievement of sequentially ordered child-centered mathematics lessons. Mathematics Education Research Journal, 2012, 24, 323-346.	1.7	20
108	A Holistic View of Cockpit Performance: An Analysis of the Assessment Discourse of Flight Examiners. The International Journal of Aviation Psychology, 2014, 24, 210-227.	0.7	19

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109	The Effects of â€œGreen Chemistryâ€•on Secondary School Studentsâ€™ Understanding and Motivation. Asia-Pacific Education Researcher, 2015, 24, 35-43.	3.7	19
110	Learning in the Discovery Sciences: The History of a â€œRadicalâ€•Conceptual Change, or the Scientific Revolution That Was Not. Journal of the Learning Sciences, 2014, 23, 177-215.	2.9	18
111	Limits of Generalizing in Education Research: Why Criteria for Research Generalization Should Include Population Heterogeneity and Uses of Knowledge Claims. Teachers College Record, 2014, 116, 1-28.	0.9	18
112	Rethinking the Role of Information Technology-Based Research Tools in Studentsâ€™ Development of Scientific Literacy. Journal of Science Education and Technology, 2007, 16, 225-238.	3.9	17
113	Toward a Social Practice Perspective on the Work of Reading Inscriptions in Science Texts. Reading Psychology, 2010, 31, 228-253.	1.4	17
114	Radical embodiment and semiotics: toward a theory of mathematics in the flesh. Educational Studies in Mathematics, 2011, 77, 267-284.	2.8	17
115	Conceptualizing sound as a form of incarnate mathematical consciousness. Educational Studies in Mathematics, 2012, 79, 41-59.	2.8	17
116	Toward a post-constructivist ethics in/of teaching and learning. Pedagogies, 2013, 8, 103-125.	0.9	17
117	The teaching practicum as a locus of multi-leveled, school-based transformation. Teaching Education, 2015, 26, 17-37.	1.3	17
118	Peer Assessment of Aviation Performance: Inconsistent for Good Reasons. Cognitive Science, 2015, 39, 405-433.	1.7	17
119	Investigating Linguistic Sources of Differential Item Functioning Using Expert Think-Aloud Protocols in Science Achievement Tests. International Journal of Science Education, 2013, 35, 546-576.	1.9	16
120	Situational Awareness as an Instructable and Instructed Matter in Multi-Media Supported Debriefing: a Case Study from Aviation. Computer Supported Cooperative Work, 2015, 24, 461-508.	2.9	16
121	Toward a mature discipline of science education. Journal of Research in Science Teaching, 1992, 29, 1015-1018.	3.3	15
122	How a cockpit forgets speeds (and speed-related events): toward a kinetic description of joint cognitive systems. Cognition, Technology and Work, 2015, 17, 279-299.	3.0	15
123	An Analysis of Teacher Discourse that Introduces Real Science Activities to High School Students. Research in Science Education, 2009, 39, 553-574.	2.3	14
124	Mixed-fleet flying in commercial aviation: a joint cognitive systems perspective. Cognition, Technology and Work, 2016, 18, 449-463.	3.0	14
125	Teacher-as-Researcher Reform: Student Achievement and Perceptions of Learning Environment. Learning Environments Research, 1998, 1, 75-93.	2.8	13
126	Toward solidarity as the ground for changing science education. Cultural Studies of Science Education, 2007, 2, 721-783.	1.3	13

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127	Working Out the Interstitial and Syncopic Nature of the Human Psyche: On the Analysis of Verbal Data. Integrative Psychological and Behavioral Science, 2014, 48, 283-298.	0.9	13
128	Personal Healthâ€"Personalized Science: A new driver for science education?. International Journal of Science Education, 2014, 36, 1434-1456.	1.9	13
129	Growing-making mathematics: a dynamic perspective on people, materials, and movement in classrooms. Educational Studies in Mathematics, 2016, 93, 87-103.	2.8	13
130	The Primacy of the Social and Sociogenesis. Integrative Psychological and Behavioral Science, 2016, 50, 122-141.	0.9	13
131	Collaborative design decision-making as social process. European Journal of Engineering Education, 2019, 44, 294-311.	2.3	13
132	Four dialogues and metalogues about the nature of science. Research in Science Education, 1998, 28, 107-118.	2.3	12
133	Artificial Neural Networks for Modeling Knowing and Learning in Science. Journal of Research in Science Teaching, 2000, 37, 63-80.	3.3	12
134	Schooling Is the Problem: A Plaidoyer forÂItsÂDeinstitutionalization. Canadian Journal of Science, Mathematics and Technology Education, 2015, 15, 315-331.	1.0	12
135	The visible and the invisible: mathematics as revelation. Educational Studies in Mathematics, 2015, 88, 221-238.	2.8	12
136	Enracinement or the earth, the originary ark, does not move: on the phenomenological (historical) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 understanding. Cultural Studies of Science Education, 2015, 10, 469-494.	1.3	11
137	Heisenberg's uncertainty principle and interpretive research in science education. Journal of Research in Science Teaching, 1993, 30, 669-680.	3.3	10
138	Autobiography and science education: An introduction. Research in Science Education, 2000, 30, 1-12.	2.3	10
139	Does mathematical learning occur in going from concrete to abstract or in going from abstract to concrete?. Journal of Mathematical Behavior, 2006, 25, 334-344.	0.9	10
140	Undoing decontextualization or how scientists come to understand their own data/graphs. Science Education, 2013, 97, 80-112.	3.0	10
141	Rethinking Affect in Education From a Societal-Historical Perspective: The Case of Mathematics Anxiety. Mind, Culture, and Activity, 2015, 22, 217-232.	1.9	10
142	Quasi-communities: rethinking learning in formal adult and vocational education. Instructional Science, 2016, 44, 583-600.	2.0	10
143	Discourse/s in/of CSCW. Computer Supported Cooperative Work, 2016, 25, 385-407.	2.9	10
144	Neoformation: A Dialectical Approach to Developmental Change. Mind, Culture, and Activity, 2017, 24, 368-380.	1.9	10

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145	The Mathematics of Mathematics. , 2017, , .		10
146	Dialogical argumentation in elementary science classrooms. Cultural Studies of Science Education, 2018, 13, 1061-1085.	1.3	10
147	Theorizing with/out â€œMediatorsâ€• Integrative Psychological and Behavioral Science, 2019, 53, 323-343.	0.9	10
148	In the name of constructivism: Science education research and the construction of local knowledge. Journal of Research in Science Teaching, 1993, 30, 799-803.	3.3	9
149	Being-in-the-World and the Horizons of Learning: Heidegger, Wittgenstein, and Cognition. Interchange, 1997, 28, 145-157.	1.8	9
150	Science and religion: what is at stake?. Cultural Studies of Science Education, 2010, 5, 5-17.	1.3	9
151	Technology and science in classroom and interview talk with Swiss lower secondary school students: a Marxist sociological approach. Cultural Studies of Science Education, 2013, 8, 433-465.	1.3	9
152	Good reasons for high variability (low inter-rater reliability) in performance assessment: Toward a fuzzy logic model. International Journal of Industrial Ergonomics, 2014, 44, 685-696.	2.6	9
153	Meaning and the real life of languageâ€”Learning from â€œpathologicalâ€•cases in science classrooms. Linguistics and Education, 2015, 30, 42-55.	1.2	9
154	Becoming-design in corresponding: re/theorising the co- in codesigning. CoDesign, 2017, 13, 1-15.	2.0	9
155	From Object-Oriented to Fluid Ontology: a Case Study of the Materiality of Design Work in Agile Software Development. Computer Supported Cooperative Work, 2018, 27, 37-75.	2.9	9
156	The resurgence of everyday experiences in school science learning activities. Cultural Studies of Science Education, 2020, 15, 1019-1045.	1.3	9
157	Learning by developing knowledge networks. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2004, 36, 196-205.	0.4	8
158	Astonishment: a post-constructivist investigation into mathematics as passion. Educational Studies in Mathematics, 2017, 95, 97-111.	2.8	8
159	Learning difficulties related to graphing: A hermeneutic phenomenological perspective. Research in Science Education, 2000, 30, 123-139.	2.3	7
160	A question of competing paradigms?. Cultural Studies of Science Education, 2008, 3, 373-385.	1.3	7
161	Realizing Vygotsky's program concerning language and thought: tracking knowing (ideas,) Tj ETQq1 1 0.784314 rgBT /Overlock 10 T	2.1	7
162	The Referencing Practices ofMind, Culture, and Activity: On Citing (Sighting?) and Being Cited (Sighted?). Mind, Culture, and Activity, 2010, 17, 93-101.	1.9	7

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163	Flight Examinersâ€™ Methods of Ascertaining Pilot Proficiency. The International Journal of Aviation Psychology, 2015, 25, 209-226.	0.7	7
164	The assessment of mathematical literacy of linguistic minority students: Results of a multi-method investigation. Journal of Mathematical Behavior, 2015, 40, 88-105.	0.9	7
165	Discourse forms in a classroom transitioning to student-centred scientific inquiry through co-teaching. International Journal of Science Education, 2019, 41, 586-606.	1.9	7
166	Gardener-becoming-tree, tree-becoming-gardener: growing-together as a metaphor for thinking about learning and development. Cultural Studies of Science Education, 2021, 16, 915-930.	1.3	7
167	Solidarity and conflict: aligned and misaligned prosody as a transactional resource in intra- and intercultural communication involving power differences. Cultural Studies of Science Education, 2010, 5, 807.	1.3	7
168	An Integrated Theory of Thinking and Speaking that Draws on Vygotsky and Bakhtin/VoloÅ¡inov. Dialogic Pedagogy, 0, 1, .	0.0	7
169	Publish or Stay Behind and Perhaps Perish: Stability of Publication Practices in (Some) Social Sciences. Soziale Systeme: Zeitschrift FÃœr Soziologische Theorie, 2005, 11, 129-150.	0.4	6
170	Specifying the ethnomethodological â€œwhat more?â€• Cultural Studies of Science Education, 2009, 4, 1-12.	1.3	6
171	Reading Online News Media for Science Content: A Social Psychological Approach. Reading Psychology, 2010, 31, 254-281.	1.4	6
172	Data Generation in the Discovery Sciencesâ€”Learning from the Practices in an Advanced Research Laboratory. Research in Science Education, 2013, 43, 1617-1644.	2.3	6
173	Contradictions and uncertainty in scientistsâ€™ mathematical modeling and interpretation of data. Journal of Mathematical Behavior, 2013, 32, 593-612.	0.9	6
174	Space, relations, and the learning of science. Cultural Studies of Science Education, 2014, 9, 77-113.	1.3	6
175	Becoming aware: towards a post-constructivist theory of learning. Learning: Research and Practice, 2015, 1, 38-50.	0.4	6
176	Optimizing a workplace learning pattern: a case study from aviation. Journal of Workplace Learning, 2015, 27, 112-127.	1.7	6
177	Interchangeable Positions in Interaction Sequences in Science Classrooms. Dialogic Pedagogy, 0, 5, .	0.0	6
178	Confidence in performance on science tests and student preparation strategies. Research in Science Education, 1999, 29, 209-226.	2.3	5
179	A dialectical materialist reading of the sign. Semiotica, 2006, 2006, .	0.5	5
180	The stakes of movement: A dynamic approach to mathematical thinking. Curriculum Inquiry, 2015, 45, 266-284.	1.1	5

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181	The Thinking Body In/Of Multimodal Engineering Literacy. Theory Into Practice, 2017, 56, 255-262.	1.6	5
182	Autopsy of an airplane crash: a transactional approach to forensic cognitive science. Cognition, Technology and Work, 2018, 20, 267-287.	3.0	5
183	The invisible subject in educational science. Journal of Curriculum Studies, 2018, 50, 315-332.	2.1	5
184	Challenging the Causeâ€“Effect Logic: Toward a Transactional Approach for Understanding Human Behavior in Crisis Situations. Human Arenas, 2018, 1, 262-287.	1.4	5
185	Reflections During the COVID-19 Pandemic: Science, Education, and Everyday Life. Canadian Journal of Science, Mathematics and Technology Education, 2022, 22, 250-258.	1.0	5
186	Autobiography and the paradox of change: (Dis)locating ourselves in the process. Research in Science Education, 2000, 30, 57-73.	2.3	4
187	Catchments, growth points, and the iterability of signs in classroom communication. Semiotica, 2008, 2008, .	0.5	4
188	History and the relationship between scientific and pedagogical knowledge: anatomy lectures then and now. Journal of Curriculum Studies, 2014, 46, 180-200.	2.1	4
189	The role of soci(et)al relations in a technology-rich teaching | learning setting: The case of professional development of airline pilots. Learning, Culture and Social Interaction, 2015, 7, 43-58.	1.8	4
190	Alienation in mathematics education: a problem considered from neo-Vygotskian approaches. Educational Studies in Mathematics, 2017, 96, 367-380.	2.8	4
191	What Research Says About the Relationships Between Malaysian Teachersâ€™ Knowledge, Perceived Difficulties and Self-efficacy, and Practicing STEM Teaching in Schools. Asia-Pacific Education Researcher, 2023, 32, 353-365.	3.7	4
192	Title is missing!. Educational Assessment, Evaluation and Accountability, 2002, 16, 307-314.	0.2	3
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