

Iro Xenidou-Dervou

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3119145/publications.pdf>

Version: 2024-02-01

18
papers

436
citations

933447

10
h-index

888059

17
g-index

19
all docs

19
docs citations

19
times ranked

395
citing authors

#	ARTICLE	IF	CITATIONS
1	Mathematicsâ€™ gender stereotype endorsement influences mathematics anxiety, selfâ€™concept, and performance differently in men and women. <i>Annals of the New York Academy of Sciences</i> , 2022, 1513, 121-139.	3.8	8
2	Factors associated with childrenâ€™s understanding of mathematical equivalence: An investigation across six countries.. <i>Journal of Educational Psychology</i> , 2022, 114, 1359-1379.	2.9	2
3	Ordinality: The importance of its trial list composition and examining its relation with adultsâ€™ arithmetic and mathematical reasoning. <i>Quarterly Journal of Experimental Psychology</i> , 2021, 74, 1935-1952.	1.1	7
4	Mathematical equivalence assessment: Measurement invariance across six countries. <i>Studies in Educational Evaluation</i> , 2021, 70, 101046.	2.3	2
5	Simple pictorial mathematics problems for children: locating sources of cognitive load and how to reduce it. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 73-85.	2.2	4
6	Implicit STEM ability beliefs predict secondary school students' STEM selfâ€™efficacy beliefs and their intention to opt for a STEM field career. <i>Journal of Research in Science Teaching</i> , 2019, 56, 465-485.	3.3	48
7	The conception of substitution of the equals sign plays a unique role in students' algebra performance. <i>Journal of Numerical Cognition</i> , 2019, 5, 24-37.	1.2	7
8	Pictorial representations of simple arithmetic problems are not always helpful: a cognitive load perspective. <i>Educational Studies in Mathematics</i> , 2018, 98, 39-55.	2.8	10
9	Cognitive predictors of children's development in mathematics achievement: A latent growth modeling approach. <i>Developmental Science</i> , 2018, 21, e12671.	2.4	32
10	Nonsymbolic and symbolic magnitude comparison skills as longitudinal predictors of mathematical achievement. <i>Learning and Instruction</i> , 2017, 50, 1-13.	3.2	42
11	The developmental onset of symbolic approximation: beyond nonsymbolic representations, the language of numbers matters. <i>Frontiers in Psychology</i> , 2015, 6, 487.	2.1	20
12	Working memory and number line representations in single-digit addition: Approximate versus exact, nonsymbolic versus symbolic. <i>Quarterly Journal of Experimental Psychology</i> , 2015, 68, 1148-1167.	1.1	16
13	Longitudinal development of number line estimation and mathematics performance in primary school children. <i>Journal of Experimental Child Psychology</i> , 2015, 134, 12-29.	1.4	84
14	Pathways of Number Line Development in Children. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2015, 223, 120-128.	1.0	9
15	Working Memory in Nonsymbolic Approximate Arithmetic Processing: A Dualâ€™task Study With Preschoolers. <i>Cognitive Science</i> , 2014, 38, 101-127.	1.7	34
16	Individual differences in kindergarten math achievement: The integrative roles of approximation skills and working memory. <i>Learning and Individual Differences</i> , 2013, 28, 119-129.	2.7	61
17	A â€™pictureâ€™ of children's potential for learning: Looking into strategy changes and working memory by dynamic testing. <i>Learning and Individual Differences</i> , 2012, 22, 144-150.	2.7	35
18	Computerized Dynamic Testing: A Study of the Potential of an Approach Using Sensor Technology. <i>Journal of Cognitive Education and Psychology</i> , 2011, 10, 178-194.	0.2	13