Lieven Verschaffel

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/4925319/publications.pdf

Version: 2024-02-01

225 papers	8,070 citations	61984 43 h-index	71685 76 g-index
234 all docs	234 docs citations	234 times ranked	3142 citing authors

#	Article	IF	Citations
1	Pedagogical content knowledge: A systematic review of the way in which the concept has pervaded mathematics educational research. Teaching and Teacher Education, 2013, 34, 12-25.	3.2	365
2	The predictive value of numerical magnitude comparison for individual differences in mathematics achievement. Journal of Experimental Child Psychology, 2009, 103, 469-479.	1.4	339
3	Working memory and individual differences in mathematics achievement: A longitudinal study from first grade to second grade. Journal of Experimental Child Psychology, 2009, 103, 186-201.	1.4	293
4	Conceptualizing, investigating, and enhancing adaptive expertise in elementary mathematics education. European Journal of Psychology of Education, 2009, 24, 335-359.	2.6	208
5	Realistic considerations in mathematical modeling of school arithmetic word problems. Learning and Instruction, 1994, 4, 273-294.	3.2	203
6	Learning to Solve Mathematical Application Problems: A Design Experiment With Fifth Graders. Mathematical Thinking and Learning, 1999, 1, 195-229.	1.2	191
7	Influence of rewording verbal problems on children's problem representations and solutions.. Journal of Educational Psychology, 1985, 77, 460-470.	2.9	164
8	The Effect of Semantic Structure on First Graders' Strategies for Solving Addition and Subtraction Word Problems. Journal for Research in Mathematics Education, 1987, 18, 363.	1.8	145
9	The relationship between the shape of the mental number line and familiarity with numbers in 5- to 9-year old children: Evidence for a segmented linear model. Journal of Experimental Child Psychology, 2008, 99, 1-17.	1.4	143
10	Associations of Number Line Estimation With Mathematical Competence: AÂMetaâ€analysis. Child Development, 2018, 89, 1467-1484.	3.0	137
11	The natural number bias and magnitude representation in fraction comparison by expert mathematicians. Learning and Instruction, 2013, 28, 64-72.	3.2	128
12	Naturally biased? In search for reaction time evidence for a natural number bias in adults. Journal of Mathematical Behavior, 2012, 31, 344-355.	0.9	124
13	Word problems in mathematics education: a survey. ZDM - International Journal on Mathematics Education, 2020, 52, 1-16.	2.2	124
14	Not Everything Is Proportional: Effects of Age and Problem Type on Propensities for Overgeneralization. Cognition and Instruction, 2005, 23, 57-86.	2.9	122
15	The CLIA-model: A framework for designing powerful learning environments for thinking and problem solving. European Journal of Psychology of Education, 2004, 19, 365-384.	2.6	108
16	Flexible and adaptive use of strategies and representations in mathematics education. ZDM - International Journal on Mathematics Education, 2009, 41, 535-540.	2.2	100
17	Solving compare problems: An eye movement test of Lewis and Mayer's consistency hypothesis.. Journal of Educational Psychology, 1992, 84, 85-94.	2.9	98
18	â€œAccepting Emotional Complexityâ€: A Socio-Constructivist Perspective on the Role of Emotions in the Mathematics Classroom. Educational Studies in Mathematics, 2006, 63, 193-207.	2.8	96

#	Article	IF	Citations
19	Improving text comprehension strategies in upper primary school children: A design experiment. British Journal of Educational Psychology, 2001, 71, 531-559.	2.9	95
20	Title is missing!. Educational Studies in Mathematics, 2002, 50, 311-334.	2.8	95
21	Title is missing!. Educational Studies in Mathematics, 1998, 35, 65-83.	2.8	87
22	Teaching Realistic Mathematical Modeling in the Elementary School: A Teaching Experiment with Fifth Graders. Journal for Research in Mathematics Education, 1997, 28, 577.	1.8	84
23	Teachers' content and pedagogical content knowledge on rational numbers: A comparison of prospective elementary and lower secondary school teachers. Teaching and Teacher Education, 2015, 47, 82-92.	3.2	84
24	A validation of eye movements as a measure of elementary school children's developing number sense. Cognitive Development, 2008, 23, 409-422.	1.3	83
25	Realistic considerations in solving problematic word problems: Do Japanese and Belgian children have the same difficulties?. Learning and Instruction, 1997, 7, 329-338.	3.2	79
26	Are secondary school students still hampered by the natural number bias? A reaction time study on fraction comparison tasks. Research in Mathematics Education, 2013, 15, 154-164.	1.2	73
27	From Addition to Multiplication â€¦ and Back: The Development of Studentsâ€™ Additive and Multiplicative Reasoning Skills. Cognition and Instruction, 2010, 28, 360-381.	2.9	72
28	The Illusion of Linearity: Expanding the evidence towards probabilistic reasoning. Educational Studies in Mathematics, 2003, 53, 113-138.	2.8	70
29	Abstract or Concrete Examples in Learning Mathematics? A Replication and Elaboration of Kaminski, Sloutsky, and Heckler's Study. Journal for Research in Mathematics Education, 2011, 42, 109-126.	1.8	67
30	The Impact of Preservice Teachers' Content Knowledge on Their Evaluation of Students' Strategies for Solving Arithmetic and Algebra Word Problems. Journal for Research in Mathematics Education, 2002, 33, 319.	1.8	63
31	Children's solution processes in elementary arithmetic problems: Analysis and improvement.. Journal of Educational Psychology, 1981, 73, 765-779.	2.9	62
32	Dual Processes in the Psychology of Mathematics Education and Cognitive Psychology. Human Development, 2009, 52, 95-108.	2.0	62
33	Mathematical learning disabilities in children with 22q11.2 deletion syndrome: A review. Developmental Disabilities Research Reviews, 2009, 15, 4-10.	2.9	62
34	Acquisition and use of shortcut strategies by traditionally schooled children. Educational Studies in Mathematics, 2009, 71, 1-17.	2.8	61
35	Efficiency and flexibility of indirect addition in the domain of multi-digit subtraction. Learning and Instruction, 2009, 19, 1-12.	3.2	60
36	Influence of situational and conceptual rewording on word problem solving. British Journal of Educational Psychology, 2007, 77, 829-848.	2.9	59

#	Article	IF	Citations
37	Teachers' approaches towards word problem solving: Elaborating or restricting the problem context. Teaching and Teacher Education, 2010, 26, 152-160.	3.2	59
38	Die Rekonzeptualisierung von Textaufgaben als Ãœbungen in mathematischer Modellierung. Journal Fur Mathematik-Didaktik, 2010, 31, 9-29.	1.5	58
39	Remedying secondary school studentsâ€™ illusion of linearity: a teaching experiment aiming at conceptual change. Learning and Instruction, 2004, 14, 485-501.	3.2	57
40	Simple Addition Strategies in a First-Grade Class With Multiple Strategy Instruction. Cognition and Instruction, 2005, 23, 1-21.	2.9	53
41	Upper Elementary School Pupils' Difficulties in Modeling and Solving Nonstandard Additive Word Problems Involving Ordinal Numbers. Journal for Research in Mathematics Education, 1999, 30, 265.	1.8	49
42	The Development of Children's Adaptive Expertise in the Number Domain 20 to 100. Cognition and Instruction, 2006, 24, 439-465.	2.9	49
43	Strategic aspects of simple addition and subtraction: the influence of mathematical ability. Learning and Instruction, 2004, 14, 177-195.	3.2	48
44	Basic number processing and difficulties in single-digit arithmetic: Evidence from Velo-Cardio-Facial Syndrome. Cortex, 2009, 45, 177-188.	2.4	45
45	Unraveling the gap between natural and rational numbers. Learning and Instruction, 2015, 37, 1-4.	3.2	45
46	Strategy Development in Childrenwith Mathematical Disabilities. Journal of Learning Disabilities, 2004, 37, 119-131.	2.2	43
47	The Impact of Illustrations and Warnings on Solving Mathematical Word Problems Realistically. Journal of Experimental Education, 2014, 82, 103-120.	2.6	43
48	Childrenâ€™s use of number line estimation strategies. European Journal of Psychology of Education, 2016, 31, 117-134.	2.6	42
49	Gender equality in 4â€•to 5â€yearâ€old preschoolersâ€™ early numerical competencies. Developmental Science, 2019, 22, e12718.	2.4	42
50	Strengths and Weaknesses of the Choice/No-Choice Method in Research on Strategy Use. European Psychologist, 2009, 14, 351-362.	3.1	42
51	Proportional Reasoning as a Heuristic-Based Process. Experimental Psychology, 2009, 56, 92-99.	0.7	42
52	The Effects of Different Problem Presentations and Formulations on the Illusion of Linearity in Secondary School Students. Mathematical Thinking and Learning, 2002, 4, 65-89.	1.2	41
53	Young Children's Understanding and Application of Subtraction-Related Principles. Mathematical Thinking and Learning, 2009, 11, 2-9.	1.2	41
54	The development of studentsâ€™ use of additive and proportional methods along primary and secondary school. European Journal of Psychology of Education, 2012, 27, 421-438.	2.6	41

#	Article	IF	Citations
55	AN INVESTIGATION ON CHINESE TEACHERSâ€™ REALISTIC PROBLEM POSING AND PROBLEM SOLVING ABILITY AND BELIEFS. International Journal of Science and Mathematics Education, 2011, 9, 919-948.	2.5	40
56	In search for the natural number bias in secondary school students' interpretation of the effect of arithmetical operations. Learning and Instruction, 2015, 37, 30-38.	3.2	40
57	Towards a mathematically more correct understanding of rational numbers: A longitudinal study with upper elementary school learners. Learning and Individual Differences, 2018, 61, 99-108.	2.7	40
58	Solving Subtraction Problems by Means of Indirect Addition. Mathematical Thinking and Learning, 2009, 11, 79-91.	1.2	39
59	Inappropriately applying natural number properties in rational number tasks: characterizing the development of the natural number bias through primary and secondary education. Educational Studies in Mathematics, 2015, 90, 39-56.	2.8	39
60	A decade of research on word problem solving in Leuven: Theoretical, methodological, and practical outcomes. Educational Psychology Review, 1993, 5, 239-256.	8.4	38
61	The heuristic interpretation of box plots. Learning and Instruction, 2013, 26, 22-35.	3.2	38
62	Just Answering â€¦ or Thinking? Contrasting Pupils' Solutions and Classifications of Missing-Value Word Problems. Mathematical Thinking and Learning, 2010, 12, 20-35.	1.2	37
63	Frequency, efficiency and flexibility of indirect addition in two learning environments. Learning and Instruction, 2010, 20, 205-215.	3.2	37
64	Cognitive neuroscience meets mathematics education. Educational Research Review, 2010, 5, 97-105.	7.8	37
65	Brief Report. Educated adults are still affected by intuitions about the effect of arithmetical operations: evidence from a reaction-time study. Educational Studies in Mathematics, 2013, 82, 323-330.	2.8	37
66	Four-year oldsâ€™ understanding of repeating and growing patterns and its association with early numerical ability. Early Childhood Research Quarterly, 2019, 49, 152-163.	2.7	37
67	Children's strategies in numerosity judgment. Cognitive Development, 2005, 20, 448-471.	1.3	36
68	Do students attend to representational illustrations of non-standard mathematical word problems, and, if so, how helpful are they?. Instructional Science, 2015, 43, 147-171.	2.0	34
69	Inhibiting natural knowledge in fourth graders: towards a comprehensive test instrument. ZDM - International Journal on Mathematics Education, 2015, 47, 849-857.	2.2	34
70	The association between children's numerical magnitude processing and mental multi-digit subtraction. Acta Psychologica, 2014, 145, 75-83.	1.5	33
71	The association between numerical magnitude processing and mental versus algorithmic multi-digit subtraction in children. Learning and Instruction, 2015, 35, 42-50.	3.2	33
72	Pre-service Teachers' Preferred Strategies for Solving Arithmetic and Algebra Word Problems. Journal of Mathematics Teacher Education, 2003, 6, 27-52.	1.8	29

#	Article	IF	Citations
73	Teachersâ€™ metacognitive and heuristic approaches to word problem solving: analysis and impact on studentsâ€™ beliefs and performance. ZDM - International Journal on Mathematics Education, 2010, 42, 205-218.	2.2	29
74	Kindergartnersâ€™ Spontaneous Focusing on Numerosity in Relation to Their Number-Related Utterances During Numerical Picture Book Reading. Mathematical Thinking and Learning, 2016, 18, 125-141.	1.2	29
75	Mental computation or standard algorithm? Childrenâ€™s strategy choices on multi-digit subtractions. European Journal of Psychology of Education, 2016, 31, 99-116.	2.6	29
76	Benchmarkâ€based strategies in whole number line estimation. British Journal of Psychology, 2017, 108, 668-686.	2.3	29
77	Teaching Realistic Mathematical Modeling in the Elementary School: A Teaching Experiment With Fifth Graders. Journal for Research in Mathematics Education, 1997, 28, 577-601.	1.8	29
78	Children's graphical notations as representational tools for musical sense-making in a music-listening task. British Journal of Music Education, 2009, 26, 189-211.	0.3	28
79	Jump or compensate? Strategy flexibility in the number domain up to 100. ZDM - International Journal on Mathematics Education, 2009, 41, 581-590.	2.2	27
80	Cognitive neuroscience meets mathematics education: It takes two to Tango. Educational Research Review, 2011, 6, 232-237.	7.8	26
81	An empirical test of the impact of primitive intuitive models of operations on solving word problems with a multiplicative structure. Learning and Instruction, 1996, 6, 219-242.	3.2	25
82	Efficient and flexible strategy use on multi-digit sums: a choice/no-choice study. Research in Mathematics Education, 2013, 15, 129-140.	1.2	25
83	The acquisition and use of an adaptive strategy for estimating numerosity. European Journal of Psychology of Education, 1998, 13, 347-370.	2.6	24
84	Using segmented linear regression models with unknown change points to analyze strategy shifts in cognitive tasks. Behavior Research Methods, 2001, 33, 470-478.	1.3	24
85	An electrophysiological investigation of non-symbolic magnitude processing: Numerical distance effects in children with and without mathematical learning disabilities. Cortex, 2013, 49, 2162-2177.	2.4	24
86	Who can escape the natural number bias in rational number tasks? A study involving students and experts. British Journal of Psychology, 2016, 107, 537-555.	2.3	24
87	Spontaneous focusing on Arabic number symbols and its association with early mathematical competencies. Early Childhood Research Quarterly, 2019, 48, 111-121.	2.7	24
88	What counts as a flexible representational choice? An evaluation of studentsâ€™ representational choices to solve linear function problems. Instructional Science, 2012, 40, 999-1019.	2.0	23
89	Development of Childrenâ€™s Solutions of Non-Standard Arithmetic Word Problem Solving // El desarrollo de las soluciones infantiles en la resoluciÃ³n de problemas aritmÃ©ticos no estÃ¡ndar. Revista De Psicodidactica, 2013, 19, 93-123.	1.3	23
90	The relation between metastrategic knowledge, strategy use and task performance: Findings and reflections from a numerosity judgement task. European Journal of Psychology of Education, 2003, 18, 425-447.	2.6	22

#	Article	IF	Citations
91	Attitudes Toward Statistics and Their Relationship with Short- and Long-Term Exam Results. Journal of Statistics Education, 2006, 14, .	1.4	22
92	Studentsâ€™ self-regulation of emotions in mathematics: an analysis of meta-emotional knowledge and skills. ZDM - International Journal on Mathematics Education, 2011, 43, 483-495.	2.2	22
93	STUDENTSâ€™ UNDERSTANDING OF PROPORTIONAL, INVERSE PROPORTIONAL, AND AFFINE FUNCTIONS: TWO STUDIES ON THE ROLE OF EXTERNAL REPRESENTATIONS. International Journal of Science and Mathematics Education, 2015, 13, 47-69.	2.5	22
94	No Association Between the Home Math Environment and Numerical and Patterning Skills in a Large and Diverse Sample of 5- to 6-year-olds. Frontiers in Psychology, 2020, 11, 547626.	2.1	22
95	Strategic Aspects of Numerosity Judgment: The Effect of Task Characteristics. Experimental Psychology, 2003, 50, 63-75.	0.7	22
96	Development of Early Numeracy in 5- to 7-Year-Old Children: A Comparison Between Flanders and The Netherlands. Educational Research and Evaluation, 2002, 8, 249-275.	1.6	21
97	Pupils' over-reliance on linearity: A scholastic effect?. British Journal of Educational Psychology, 2007, 77, 307-321.	2.9	21
98	The Acquisition of Preschool Mathematical Abilities: Theoretical, Methodological and Educational Considerations. Mathematical Thinking and Learning, 2015, 17, 99-115.	1.2	21
99	The use of number-based versus digit-based strategies on multi-digit subtraction: 9â€“12-year-olds' strategy use profiles and task performance. Learning and Individual Differences, 2017, 58, 64-74.	2.7	21
100	Development of SFON in Ecuadorian Kindergartners. European Journal of Psychology of Education, 2017, 32, 449-462.	2.6	21
101	Learning Mathematics in Metacognitively Oriented ICT-Based Learning Environments: A Systematic Review of the Literature. Education Research International, 2019, 2019, 1-19.	1.1	21
102	Affect and mathematics in young children: an introduction. Educational Studies in Mathematics, 2019, 100, 201-209.	2.8	21
103	Further Evidence for a Spatial-Numerical Association in Children Before Formal Schooling. Experimental Psychology, 2014, 61, 323-329.	0.7	21
104	Strategic competence: Applying Sieglerâ€™s theoretical and methodological framework to the domain of simple addition. European Journal of Psychology of Education, 2002, 17, 275-291.	2.6	20
105	The effectiveness of a math game: The impact of integrating conceptual clarification as support. Computers in Human Behavior, 2016, 64, 21-33.	8.5	20
106	Expertise in developing studentsâ€™ expertise in mathematics: Bridging teachersâ€™ professional knowledge and instructional quality. ZDM - International Journal on Mathematics Education, 2020, 52, 179-192.	2.2	20
107	Analysing the adaptiveness of strategy choices using the choice/no-choice method: The case of numerosity judgement. European Journal of Cognitive Psychology, 2003, 15, 511-537.	1.3	19
108	Traveling down the road: from cognitive neuroscience to mathematics education â€¦ and back. ZDM - International Journal on Mathematics Education, 2010, 42, 649-654.	2.2	19

#	Article	IF	Citations
109	Upper elementary school childrenâ€™s understanding and solution of a quantitative problem inside and outside the mathematics class. Learning and Instruction, 2011, 21, 770-780.	3.2	19
110	The Transition from Natural to Rational Number Knowledge. , 2017, , 101-123.		19
111	Young Childrenâ€™s Patterning Competencies and Mathematical Development: A Review. , 2019, , 139-161.		19
112	On the misinterpretation of histograms and box plots. Educational Psychology, 2013, 33, 155-174.	2.7	18
113	Can visual aids in representational illustrations help pupils to solve mathematical word problems more realistically?. European Journal of Psychology of Education, 2017, 32, 335-351.	2.6	18
114	THE RELATION BETWEEN LEARNERSâ€™ SPONTANEOUS FOCUSING ON QUANTITATIVE RELATIONS AND THEIR RATIONAL NUMBER KNOWLEDGE. Studia Psychologica, 2016, 58, 156-170.	0.5	18
115	Subtraction by addition strategy use in children of varying mathematical achievement level: A choice/no-choice study. Journal of Numerical Cognition, 2018, 4, 215-234.	1.2	18
116	The predictive power of intuitive rules: A critical analysis of the impact of `more Aâ€“more B' and `same Aâ€“same B'. Educational Studies in Mathematics, 2004, 56, 179-207.	2.8	17
117	Influencia del conocimiento matemÃ¡tico y situacional en la resoluciÃ³n de problemas aritmÃ©ticos verbales: ayudas textuales y grÃ¡ficas. Infancia Y Aprendizaje, 2008, 31, 463-483.	0.9	17
118	What the eyes already â€˜knowâ€™: using eye movement measurement to tap into children's implicit numerical magnitude representations. Infant and Child Development, 2010, 19, 175-186.	1.5	17
119	The Numerical Stroop Effect in Primary School Children: A Comparison of Low, Normal, and High Achievers. Child Neuropsychology, 2010, 16, 461-477.	1.3	17
120	The role of intelligence and feedback in childrenâ€™s strategy competence. Journal of Experimental Child Psychology, 2011, 108, 61-76.	1.4	17
121	Studentsâ€™ reported justifications for their representational choices in linear function problems: an interview study. Educational Studies, 2013, 39, 104-117.	2.4	17
122	Comparing apples and pears in studies on magnitude estimations. Frontiers in Psychology, 2013, 4, 332.	2.1	17
123	Evaluating the Effect of Labeled Benchmarks on Childrenâ€™s Number Line Estimation Performance and Strategy Use. Frontiers in Psychology, 2017, 8, 1082.	2.1	17
124	Are preschoolers who spontaneously create patterns better in mathematics?. British Journal of Educational Psychology, 2020, 90, 753-769.	2.9	17
125	The Relationship Between Childrenâ€™s Familiarity with Numbers and Their Performance in Bounded and Unbounded Number Line Estimations. Mathematical Thinking and Learning, 2015, 17, 136-154.	1.2	16
126	Verbal and actionâ€based measures of kindergartners' SFON and their associations with numberâ€related utterances during picture book reading. British Journal of Educational Psychology, 2018, 88, 550-565.	2.9	16

#	Article	IF	Citations
127	Modelling Competencies â€" Overview. , 2007, , 219-224.		16
128	Unraveling the Relationship Between Studentsâ€™ Mathematics-Related Beliefs and the Classroom Culture. European Psychologist, 2008, 13, 24-36.	3.1	16
129	The Effect of Semantic Structure on First Graders' Strategies for Solving Addition and Subtraction Word Problems. Journal for Research in Mathematics Education, 1987, 18, 363-381.	1.8	16
130	Adultsâ€™ use of subtraction by addition. Acta Psychologica, 2010, 135, 323-329.	1.5	15
131	Children's use of addition to solve twoâ€digit subtraction problems. British Journal of Psychology, 2013, 104, 495-511.	2.3	15
132	Children's understanding of the addition/subtraction complement principle. British Journal of Educational Psychology, 2016, 86, 382-396.	2.9	15
133	How does imposing a step-by-step solution method impact studentsâ€™ approach to mathematical word problem solving?. ZDM - International Journal on Mathematics Education, 2020, 52, 139-149.	2.2	15
134	Strategic aspects of childrenâ€™s numerosity judgement. European Journal of Psychology of Education, 2001, 16, 233-255.	2.6	14
135	A microgenetic study of insightful problem solving. Journal of Experimental Child Psychology, 2008, 99, 210-232.	1.4	14
136	Studentsâ€™ Overuse of Linearity: An Exploration in Physics. Research in Science Education, 2011, 41, 389-412.	2.3	14
137	The role of verbal and performance intelligence in children's strategy selection and execution. Learning and Individual Differences, 2013, 24, 134-138.	2.7	14
138	Subtraction by addition in children with mathematical learning disabilities. Learning and Instruction, 2014, 30, 1-8.	3.2	14
139	Number sense in the transition from natural to rational numbers. British Journal of Educational Psychology, 2017, 87, 43-56.	2.9	14
140	Spontaneous Focusing on Quantitative Relations: Towards a Characterization. Mathematical Thinking and Learning, 2017, 19, 260-275.	1.2	14
141	Early stages of proportional reasoning: a cross-sectional study with 5- to 9-year-olds. European Journal of Psychology of Education, 2020, 35, 529-547.	2.6	14
142	Associations Between Repeating Patterning, Growing Patterning, and Numerical Ability: A Longitudinal Panel Study in 4â€•to 6â€Year Olds. Child Development, 2021, 92, 1354-1368.	3.0	14
143	Childrenâ€™s use of subtraction by addition on large single-digit subtractions. Educational Studies in Mathematics, 2012, 79, 335-349.	2.8	13
144	The Relationship between Studentsâ€™ Problem Posing and Problem Solving Abilities and Beliefs: A Small-Scale Study with Chinese Elementary School Children. Frontiers of Education in China, 2013, 8, 147-161.	2.2	13

#	Article	IF	Citations
145	The importance of specific mathematical language for early proportional reasoning. Early Childhood Research Quarterly, 2021, 55, 193-200.	2.7	13
146	Stimulating preschoolersâ€™ focus on structure in repeating and growing patterns. Learning and Instruction, 2021, 74, 101444.	3.2	13
147	Interactive Whiteboards in Mathematics Teaching: A Literature Review. Education Research International, 2014, 2014, 1-16.	1.1	12
148	Open word problems: taking the additive or the multiplicative road?. ZDM - International Journal on Mathematics Education, 2018, 50, 91-102.	2.2	12
149	Effectiveness of the Building Blocks program for enhancing Ecuadorian kindergartnersâ€™ numerical competencies. Early Childhood Research Quarterly, 2018, 44, 231-241.	2.7	12
150	Improving realistic word problem solving by using humor. Journal of Mathematical Behavior, 2019, 53, 96-104.	0.9	12
151	Are childrenâ€™s spontaneous number focusing tendencies related to their home numeracy environment?. ZDM - International Journal on Mathematics Education, 2020, 52, 729-742.	2.2	12
152	KNOWLEDGE ON ACCELERATED MOTION AS MEASURED BY IMPLICIT AND EXPLICIT TASKS IN 5 TO 16 YEAR OLDS. International Journal of Science and Mathematics Education, 2011, 9, 25-46.	2.5	11
153	Combining Multiple External Representations and Refutational Text: An Intervention on Learning to Interpret Box Plots. International Journal of Science and Mathematics Education, 2015, 13, 909-926.	2.5	11
154	Studentsâ€™ Non-realistic Mathematical Modeling as a Drawback of Teachersâ€™ Beliefs About and Approaches to Word Problem Solving. Advances in Mathematics Education, 2015, , 137-156.	0.2	11
155	Solving arithmetic word problems. An analysis of Spanish textbooks / ResoluciÃ³n de problemas aritmÃ©ticos verbales. Un anÃ¡lisis de los libros de texto espaÃ±oles. Cultura Y EducaciÃ³n, 2018, 30, 71-104.	0.6	11
156	Towards a better understanding of the potential of interactive whiteboards in stimulating mathematics learning. Learning Environments Research, 2018, 21, 81-107.	2.8	11
157	Multi-digit Addition, Subtraction, Multiplication, and Division Strategies. , 2019, , 543-560.		11
158	Disentangling the Mechanisms of Symbolic Number Processing in Adultsâ€™ Mathematics and Arithmetic Achievement. Cognitive Science, 2019, 43, .	1.7	11
159	Analyzing and Developing Strategy Flexibility in Mathematics Education. , 2011, , 175-197.		11
160	The remarkably frequent, efficient, and adaptive use of the subtraction by addition strategy: A choice/no-choice study in fourth- to sixth-graders with varying mathematical achievement levels. Learning and Individual Differences, 2022, 93, 102107.	2.7	11
161	Flexibility in strategy use: Adaptation of numerosity judgement strategies to task characteristics. European Journal of Cognitive Psychology, 2003, 15, 247-266.	1.3	10
162	Using addition to solve large subtractions in the number domain up to 20. Acta Psychologica, 2010, 133, 163-169.	1.5	10

#	Article	IF	Citations
163	Children's Criteria for Representational Adequacy in the Perception of Simple Sonic Stimuli. Cognition and Instruction, 2010, 28, 475-502.	2.9	10
164	Neuroscientific studies of mathematical thinking and learning: a critical look from a mathematics education viewpoint. ZDM - International Journal on Mathematics Education, 2016, 48, 385-391.	2.2	10
165	Using refutational text in mathematics education. ZDM - International Journal on Mathematics Education, 2017, 49, 509-518.	2.2	10
166	The effect of emphasising the realistic modelling complexity in the text or picture on pupilsâ€™ realistic solutions of P-items. Educational Psychology, 2017, 37, 1173-1185.	2.7	10
167	Word Problems in Mathematics Education. , 2014, , 641-645.		10
168	Benchmark-based strategy use in atypical number lines.. Canadian Journal of Experimental Psychology, 2018, 72, 253-263.	0.8	10
169	The Development of Symbolic and Non-Symbolic Number Line Estimations: Three Developmental Accounts Contrasted Within Cross-Sectional and Longitudinal Data. Psychologica Belgica, 2016, 56, 382-405.	1.9	10
170	Using Retelling Data to Study Elementary School Children's Representations and Solutions of Compare Problems. Journal for Research in Mathematics Education, 1994, 25, 141-165.	1.8	10
171	Do First Graders Make Efficient Use of External Number Representations? The Case of the Twenty-Frame. Cognition and Instruction, 2014, 32, 353-373.	2.9	9
172	The effect of rewording and dyadic interaction on realistic reasoning in solving word problems. Journal of Mathematical Behavior, 2017, 46, 1-12.	0.9	9
173	There is more variation within than across domains: an interview with Paul A. Kirschner about applying cognitive psychology-based instructional design principles in mathematics teaching and learning. ZDM - International Journal on Mathematics Education, 2017, 49, 637-643.	2.2	9
174	The Power of Interactive Whiteboards for Secondary Mathematics Teaching: Two Case Studies. Journal of Educational Technology Systems, 2018, 47, 50-78.	5.8	9
175	Estimation of â€˜realâ€™ numerosities in elementary school children. European Journal of Psychology of Education, 2008, 23, 319-338.	2.6	8
176	Early number and arithmetic performance of Ecuadorian 4-5-year-olds. Educational Studies, 2015, 41, 565-586.	2.4	8
177	Investigating the quality of project-based science and technology learning environments in elementary school: a critical review of instruments. Studies in Science Education, 2016, 52, 1-27.	5.4	8
178	The natural number bias and its role in rational number understanding in children with dyscalculia. Delay or deficit?. Research in Developmental Disabilities, 2017, 71, 181-190.	2.2	8
179	Gradeâ€related differences in strategy use in multidigit division in two instructional settings. British Journal of Developmental Psychology, 2018, 36, 169-187.	1.7	8
180	Beyond additive and multiplicative reasoning abilities: how preference enters the picture. European Journal of Psychology of Education, 2018, 33, 559-576.	2.6	8

#	Article	IF	Citations
181	Word problem solving approaches in mathematics textbooks: a comparison between Singapore and Spain. European Journal of Psychology of Education, 2020, 35, 567-587.	2.6	8
182	Adapting Strategy Choices to Situational Factors: The Effect of Time Pressure on Childrenâ€™s Numerosity Judgement Strategies. Psychologica Belgica, 2020, 43, 269.	1.9	8
183	The development of mathematical competence in Flemish preservice elementary school teachers. Teaching and Teacher Education, 2005, 21, 49-63.	3.2	7
184	Discriminating Non-linearity from Linearity: Its Cognitive Foundations in Five-Year-Olds. Mathematical Thinking and Learning, 2010, 12, 4-19.	1.2	7
185	Fifth-grade studentsâ€™ approaches to and beliefs of mathematics word problem solving: a large sample Hungarian study. ZDM - International Journal on Mathematics Education, 2011, 43, 561-571.	2.2	7
186	Interpreting histograms. As easy as it seems?. European Journal of Psychology of Education, 2014, 29, 557-575.	2.6	7
187	Applying cognitive psychology based instructional design principles in mathematics teaching and learning: introduction. ZDM - International Journal on Mathematics Education, 2017, 49, 491-496.	2.2	7
188	Whole Number Thinking, Learning and Development: Neuro-cognitive, Cognitive and Developmental Approaches. New ICMI Study Series, 2018, , 137-167.	1.0	7
189	To add or to multiply? An investigation of the role of preference in children's solutions of word problems. Learning and Instruction, 2019, 61, 60-71.	3.2	7
190	Intuitive errors in learnersâ€™ fraction understanding: A dual-process perspective on the natural number bias. Memory and Cognition, 2020, 48, 1171-1180.	1.6	7
191	The association between symbolic and nonsymbolic numerical magnitude processing and mental versus algorithmic subtraction in adults. Acta Psychologica, 2016, 165, 34-42.	1.5	6
192	The power of refutational text: changing intuitions about the interpretation of box plots. European Journal of Psychology of Education, 2017, 32, 537-550.	2.6	6
193	The mathematical, motivational, and cognitive characteristics of high mathematics achievers in primary school.. Journal of Educational Psychology, 2022, 114, 992-1004.	2.9	6
194	The relative importance of childrenâ€™s criteria for representational adequacy in the perception of simple sonic stimuli. Psychology of Music, 2013, 41, 691-712.	1.6	5
195	Expertsâ€™ Misinterpretation of Box Plots â€“ a Dual Processing Approach. Psychologica Belgica, 2014, 54, 395-405.	1.9	5
196	The early development of proportional reasoning: A longitudinal study of 5- to 8-year-olds.. Journal of Educational Psychology, 2022, 114, 1343-1358.	2.9	5
197	Cognitive change as strategy change. , 2005, , 186-216.		4
198	Ecuadorian kindergartnersâ€™ numerical development: contribution of SES, quality of early mathematics education, and school type. Educacao E Pesquisa, 2018, 44, .	0.4	4

#	Article	IF	Citations
199	To add or to multiply in open problems? Unraveling childrenâ€™s relational preference using a mixed-method approach. Educational Studies in Mathematics, 2020, 104, 405-430.	2.8	4
200	Chinese upper elementary school mathematics teachersâ€™ attitudes towards the place and value of problematic word problems in mathematics education. Frontiers of Education in China, 2011, 6, 449-469.	2.2	3
201	Who is granted authority in the mathematics classroom? An analysis of the observed and perceived distribution of authority. Educational Studies, 2012, 38, 223-234.	2.4	3
202	Do students confuse dimensionality and â€œdirectionalityâ€?. Journal of Mathematical Behavior, 2014, 36, 166-176.	0.9	3
203	Processing of Situational Information in Story Problem Texts. An Analysis from On-Line Measures. Spanish Journal of Psychology, 2014, 17, E8.	2.1	3
204	Content integration as a factor in math-game effectiveness. Educational Technology Research and Development, 2017, 65, 1345-1368.	2.8	3
205	Ecuadorian childrenâ€™s repeating patterning abilities and its association with early mathematical abilities. European Journal of Psychology of Education, 2021, 36, 945-964.	2.6	3
206	Spontaneous focusing on Arabic number symbols: A unique component of childrenâ€™s early mathematical development?. Mathematical Thinking and Learning, 2022, 24, 38-51.	1.2	3
207	Spontaneous mathematical focusing tendencies in mathematical development. Mathematical Thinking and Learning, 2020, 22, 249-257.	1.2	3
208	The development of computational estimation in the transition from informal to formal mathematics education. European Journal of Psychology of Education, 2021, 36, 845-864.	2.6	3
209	Subtraction by addition: A remarkably natural and clever way to subtract?. , 2021, , 117-141.		3
210	Special Needs in Research and Instruction in Whole Number Arithmetic. New ICMI Study Series, 2018, , 375-397.	1.0	3
211	Refutational text and multiple external representations as a method to remediate the misinterpretation of box plots. Educational Psychology, 2017, 37, 1281-1300.	2.7	3
212	The role of relational preference in word-problem solving in 6- to 7-year-olds. Educational Studies in Mathematics, 0, , 1.	2.8	3
213	Proportional Word Problem Solving Through a Modeling Lens: A Half-Empty or Half-Full Glass?. , 2016, , 209-229.		2
214	Comparing eye fixation and mouse cursor response modes in number line estimation. Journal of Cognitive Psychology, 2020, 32, 827-840.	0.9	2
215	Exact arithmetic, computational estimation and approximate arithmetic are different skills: Evidence from a study with 5â€yearâ€olds. Infant and Child Development, 2021, 30, e2248.	1.5	2
216	Longitudinal associations between spontaneous number focusing tendencies, numerical abilities, and mathematics achievement in 4- to 7-year-olds.. Journal of Educational Psychology, 2022, 114, 37-55.	2.9	2

#	Article	IF	Citations
217	Influencia del nivel socioeconÃ³mico en el desarrollo de las competencias numÃ©ricas de los niÃ±os ecuatorianos de jardÃn infantil. Perfiles Educativos, 2019, 41, .	0.4	2
218	Spontaneous focusing on Arabic number symbols: A unique component of childrenâ€™s early mathematical development?. Mathematical Thinking and Learning, 2020, 22, 281-295.	1.2	1
219	Upper Elementary School Childrenâ€™s Adaptive Use of Subtraction by Addition: A Choice/No-Choice Replication Study Involving Two Choice Conditions. Implementation and Replication Studies in Mathematics Education, 2021, 1, 111-138.	0.6	1
220	Comparison of the level of authenticity of arithmetic word problems in Spanish and Singaporean textbooks (<i>ComparaciÃ³n del nivel de autenticidad de los problemas aritmÃ©ticos verbales de los) Tj ETQq0 0 0 rgBT /Overlock 10 T	0.2	1
221	The Long and Winding Road to Educationally Relevant Cognitive Neuroscience. Zeitschrift Fur Psychologie / Journal of Psychology, 2016, 224, 312-312.	1.0	1
222	The structure of the notation system in adultsâ€™ number line estimation: An eye-tracking study. Quarterly Journal of Experimental Psychology, 2023, 76, 538-553.	1.1	1
223	Childrenâ€™s Picture Books: A Systematic Analysis of Features in the Domain of Mathematics. Early Education and Development, 0, , 1-20.	2.6	1
224	Which skills predict computational estimation? A longitudinal study in 5- to 7-year-olds. European Journal of Psychology of Education, 2022, 37, 19-38.	2.6	0
225	Enfoque espontÃ¡neo en estructuras matemÃ¡ticas: patrones y clasificaciÃ³n. Podium, 2021, , 125-142.	0.2	0