Lieven Verschaffel

List of Publications by Year
in descending order

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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	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
2	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
3	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
4	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
5	The mathematical, motivational, and cognitive characteristics of high mathematics achievers in primary school.. Journal of Educational Psychology, 2022, 114, 992-1004.	2.9	6
6	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
7	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
8	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
9	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
10	The importance of specific mathematical language for early proportional reasoning. Early Childhood Research Quarterly, 2021, 55, 193-200.	2.7	13
11	Subtraction by addition: A remarkably natural and clever way to subtract?. , 2021, , 117-141.		3
12	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
13	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
14	Stimulating preschoolersâ€™ focus on structure in repeating and growing patterns. Learning and Instruction, 2021, 74, 101444.	3.2	13
15	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 ETQq1 1 0.784314 rgBT /Ov	0.78	
16	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
17	Enfoque espontÃ¡neo en estructuras matemÃ¡ticas: patrones y clasificaciÃ³n. Podium, 2021, , 125-142.	0.2	0
18	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

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19	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
20	Are preschoolers who spontaneously create patterns better in mathematics?. British Journal of Educational Psychology, 2020, 90, 753-769.	2.9	17
21	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
22	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
23	Comparing eye fixation and mouse cursor response modes in number line estimation. Journal of Cognitive Psychology, 2020, 32, 827-840.	0.9	2
24	Spontaneous mathematical focusing tendencies in mathematical development. Mathematical Thinking and Learning, 2020, 22, 249-257.	1.2	3
25	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
26	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
27	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
28	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
29	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
30	Word problems in mathematics education: a survey. ZDM - International Journal on Mathematics Education, 2020, 52, 1-16.	2.2	124
31	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
32	Improving realistic word problem solving by using humor. Journal of Mathematical Behavior, 2019, 53, 96-104.	0.9	12
33	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
34	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
35	Young Childrenâ€™s Patterning Competencies and Mathematical Development: A Review. , 2019, , 139-161.		19
36	Spontaneous focusing on Arabic number symbols and its association with early mathematical competencies. Early Childhood Research Quarterly, 2019, 48, 111-121.	2.7	24

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37	Multi-digit Addition, Subtraction, Multiplication, and Division Strategies. , 2019, , 543-560.		11
38	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
39	Gender equality in 4â€•to 5â€yearâ€•old preschoolersâ€™ early numerical competencies. Developmental Science, 2019, 22, e12718.	2.4	42
40	Disentangling the Mechanisms of Symbolic Number Processing in Adultsâ€™ Mathematics and Arithmetic Achievement. Cognitive Science, 2019, 43, .	1.7	11
41	Affect and mathematics in young children: an introduction. Educational Studies in Mathematics, 2019, 100, 201-209.	2.8	21
42	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
43	The Power of Interactive Whiteboards for Secondary Mathematics Teaching: Two Case Studies. Journal of Educational Technology Systems, 2018, 47, 50-78.	5.8	9
44	Associations of Number Line Estimation With Mathematical Competence: AÂMetaâ€•analysis. Child Development, 2018, 89, 1467-1484.	3.0	137
45	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
46	Open word problems: taking the additive or the multiplicative road?. ZDM - International Journal on Mathematics Education, 2018, 50, 91-102.	2.2	12
47	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
48	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
49	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
50	Beyond additive and multiplicative reasoning abilities: how preference enters the picture. European Journal of Psychology of Education, 2018, 33, 559-576.	2.6	8
51	Towards a better understanding of the potential of interactive whiteboards in stimulating mathematics learning. Learning Environments Research, 2018, 21, 81-107.	2.8	11
52	Whole Number Thinking, Learning and Development: Neuro-cognitive, Cognitive and Developmental Approaches. New ICMI Study Series, 2018, , 137-167.	1.0	7
53	Effectiveness of the Building Blocks program for enhancing Ecuadorian kindergartnersâ€™ numerical competencies. Early Childhood Research Quarterly, 2018, 44, 231-241.	2.7	12
54	Ecuadorian kindergartnersâ€™ numerical development: contribution of SES, quality of early mathematics education, and school type. Educacao E Pesquisa, 2018, 44, .	0.4	4

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55	Special Needs in Research and Instruction in Whole Number Arithmetic. New ICMI Study Series, 2018, , 375-397.	1.0	3
56	Benchmark-based strategy use in atypical number lines.. Canadian Journal of Experimental Psychology, 2018, 72, 253-263.	0.8	10
57	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
58	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
59	Using refutational text in mathematics education. ZDM - International Journal on Mathematics Education, 2017, 49, 509-518.	2.2	10
60	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
61	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
62	Number sense in the transition from natural to rational numbers. British Journal of Educational Psychology, 2017, 87, 43-56.	2.9	14
63	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
64	Spontaneous Focusing on Quantitative Relations: Towards a Characterization. Mathematical Thinking and Learning, 2017, 19, 260-275.	1.2	14
65	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
66	Benchmarkâ€based strategies in whole number line estimation. British Journal of Psychology, 2017, 108, 668-686.	2.3	29
67	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
68	Content integration as a factor in math-game effectiveness. Educational Technology Research and Development, 2017, 65, 1345-1368.	2.8	3
69	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
70	Development of SFON in Ecuadorian Kindergartners. European Journal of Psychology of Education, 2017, 32, 449-462.	2.6	21
71	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
72	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

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73	The Transition from Natural to Rational Number Knowledge. , 2017, , 101-123.		19
74	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
75	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
76	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
77	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
78	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
79	Proportional Word Problem Solving Through a Modeling Lens: A Half-Empty or Half-Full Glass?. , 2016, , 209-229.		2
80	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
81	Children's understanding of the addition/subtraction complement principle. British Journal of Educational Psychology, 2016, 86, 382-396.	2.9	15
82	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
83	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
84	Childrenâ€™s use of number line estimation strategies. European Journal of Psychology of Education, 2016, 31, 117-134.	2.6	42
85	THE RELATION BETWEEN LEARNERSâ€™ SPONTANEOUS FOCUSING ON QUANTITATIVE RELATIONS AND THEIR RATIONAL NUMBER KNOWLEDGE. Studia Psychologica, 2016, 58, 156-170.	0.5	18
86	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
87	The Long and Winding Road to Educationally Relevant Cognitive Neuroscience. Zeitschrift Fur Psychologie / Journal of Psychology, 2016, 224, 312-312.	1.0	1
88	The Acquisition of Preschool Mathematical Abilities: Theoretical, Methodological and Educational Considerations. Mathematical Thinking and Learning, 2015, 17, 99-115.	1.2	21
89	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
90	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

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91	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
92	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
93	Inhibiting natural knowledge in fourth graders: towards a comprehensive test instrument. ZDM - International Journal on Mathematics Education, 2015, 47, 849-857.	2.2	34
94	Unraveling the gap between natural and rational numbers. Learning and Instruction, 2015, 37, 1-4.	3.2	45
95	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
96	Early number and arithmetic performance of Ecuadorian 4-5-year-olds. Educational Studies, 2015, 41, 565-586.	2.4	8
97	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
98	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
99	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
100	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
101	Interactive Whiteboards in Mathematics Teaching: A Literature Review. Education Research International, 2014, 2014, 1-16.	1.1	12
102	Do students confuse dimensionality and â€œdirectionalityâ€?. Journal of Mathematical Behavior, 2014, 36, 166-176.	0.9	3
103	The Impact of Illustrations and Warnings on Solving Mathematical Word Problems Realistically. Journal of Experimental Education, 2014, 82, 103-120.	2.6	43
104	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
105	Processing of Situational Information in Story Problem Texts. An Analysis from On-Line Measures. Spanish Journal of Psychology, 2014, 17, E8.	2.1	3
106	Subtraction by addition in children with mathematical learning disabilities. Learning and Instruction, 2014, 30, 1-8.	3.2	14
107	Interpreting histograms. As easy as it seems?. European Journal of Psychology of Education, 2014, 29, 557-575.	2.6	7
108	The association between children's numerical magnitude processing and mental multi-digit subtraction. Acta Psychologica, 2014, 145, 75-83.	1.5	33

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109	Word Problems in Mathematics Education. , 2014, , 641-645.		10
110	Further Evidence for a Spatial-Numerical Association in Children Before Formal Schooling. Experimental Psychology, 2014, 61, 323-329.	0.7	21
111	Expertsâ€™ Misinterpretation of Box Plots â€“ a Dual Processing Approach. Psychologica Belgica, 2014, 54, 395-405.	1.9	5
112	Children's use of addition to solve twoâ€digit subtraction problems. British Journal of Psychology, 2013, 104, 495-511.	2.3	15
113	The natural number bias and magnitude representation in fraction comparison by expert mathematicians. Learning and Instruction, 2013, 28, 64-72.	3.2	128
114	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
115	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
116	Studentsâ€™ reported justifications for their representational choices in linear function problems: an interview study. Educational Studies, 2013, 39, 104-117.	2.4	17
117	The heuristic interpretation of box plots. Learning and Instruction, 2013, 26, 22-35.	3.2	38
118	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
119	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
120	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
121	On the misinterpretation of histograms and box plots. Educational Psychology, 2013, 33, 155-174.	2.7	18
122	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
123	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
124	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
125	Comparing apples and pears in studies on magnitude estimations. Frontiers in Psychology, 2013, 4, 332.	2.1	17
126	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

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127	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
128	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
129	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
130	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
131	Childrenâ€™s use of subtraction by addition on large single-digit subtractions. Educational Studies in Mathematics, 2012, 79, 335-349.	2.8	13
132	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
133	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
134	The role of intelligence and feedback in childrenâ€™s strategy competence. Journal of Experimental Child Psychology, 2011, 108, 61-76.	1.4	17
135	Cognitive neuroscience meets mathematics education: It takes two to Tango. Educational Research Review, 2011, 6, 232-237.	7.8	26
136	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
137	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
138	Studentsâ€™ Overuse of Linearity: An Exploration in Physics. Research in Science Education, 2011, 41, 389-412.	2.3	14
139	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
140	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
141	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
142	Analyzing and Developing Strategy Flexibility in Mathematics Education. , 2011, , 175-197.		11
143	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
144	Using addition to solve large subtractions in the number domain up to 20. Acta Psychologica, 2010, 133, 163-169.	1.5	10

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145	Adultsâ€™ use of subtraction by addition. Acta Psychologica, 2010, 135, 323-329.	1.5	15
146	Die Rekonzeptualisierung von Textaufgaben als Ãœbungen in mathematischer Modellierung. Journal Fur Mathematik-Didaktik, 2010, 31, 9-29.	1.5	58
147	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
148	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
149	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
150	Discriminating Non-linearity from Linearity: Its Cognitive Foundations in Five-Year-Olds. Mathematical Thinking and Learning, 2010, 12, 4-19.	1.2	7
151	Children's Criteria for Representational Adequacy in the Perception of Simple Sonic Stimuli. Cognition and Instruction, 2010, 28, 475-502.	2.9	10
152	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
153	Frequency, efficiency and flexibility of indirect addition in two learning environments. Learning and Instruction, 2010, 20, 205-215.	3.2	37
154	Teachers' approaches towards word problem solving: Elaborating or restricting the problem context. Teaching and Teacher Education, 2010, 26, 152-160.	3.2	59
155	Cognitive neuroscience meets mathematics education. Educational Research Review, 2010, 5, 97-105.	7.8	37
156	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
157	Young Children's Understanding and Application of Subtraction-Related Principles. Mathematical Thinking and Learning, 2009, 11, 2-9.	1.2	41
158	Dual Processes in the Psychology of Mathematics Education and Cognitive Psychology. Human Development, 2009, 52, 95-108.	2.0	62
159	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
160	Mathematical learning disabilities in children with 22q11.2 deletion syndrome: A review. Developmental Disabilities Research Reviews, 2009, 15, 4-10.	2.9	62
161	Conceptualizing, investigating, and enhancing adaptive expertise in elementary mathematics education. European Journal of Psychology of Education, 2009, 24, 335-359.	2.6	208
162	Acquisition and use of shortcut strategies by traditionally schooled children. Educational Studies in Mathematics, 2009, 71, 1-17.	2.8	61

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163	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
164	Flexible and adaptive use of strategies and representations in mathematics education. ZDM - International Journal on Mathematics Education, 2009, 41, 535-540.	2.2	100
165	Basic number processing and difficulties in single-digit arithmetic: Evidence from Velo-Cardio-Facial Syndrome. Cortex, 2009, 45, 177-188.	2.4	45
166	Efficiency and flexibility of indirect addition in the domain of multi-digit subtraction. Learning and Instruction, 2009, 19, 1-12.	3.2	60
167	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
168	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
169	Solving Subtraction Problems by Means of Indirect Addition. Mathematical Thinking and Learning, 2009, 11, 79-91.	1.2	39
170	Strengths and Weaknesses of the Choice/No-Choice Method in Research on Strategy Use. European Psychologist, 2009, 14, 351-362.	3.1	42
171	Proportional Reasoning as a Heuristic-Based Process. Experimental Psychology, 2009, 56, 92-99.	0.7	42
172	Estimation of â€˜realâ€™ numerosities in elementary school children. European Journal of Psychology of Education, 2008, 23, 319-338.	2.6	8
173	A microgenetic study of insightful problem solving. Journal of Experimental Child Psychology, 2008, 99, 210-232.	1.4	14
174	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
175	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
176	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
177	Unraveling the Relationship Between Studentsâ€™ Mathematics-Related Beliefs and the Classroom Culture. European Psychologist, 2008, 13, 24-36.	3.1	16
178	Pupils' over-reliance on linearity: A scholastic effect?. British Journal of Educational Psychology, 2007, 77, 307-321.	2.9	21
179	Influence of situational and conceptual rewording on word problem solving. British Journal of Educational Psychology, 2007, 77, 829-848.	2.9	59
180	Modelling Competencies â€” Overview. , 2007, , 219-224.		16

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