

Ian Jones

List of Publications by Year in descending order

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Version: 2024-02-01

27
papers

594
citations

759233

12
h-index

642732

23
g-index

30
all docs

30
docs citations

30
times ranked

370
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessing Proof Reading Comprehension Using Summaries. International Journal of Research in Undergraduate Mathematics Education, 2022, 8, 469-489.	1.8	1
2	Factors associated with children's understanding of mathematical equivalence: An investigation across six countries.. Journal of Educational Psychology, 2022, 114, 1359-1379.	2.9	2
3	What do mathematicians mean by proof? A comparative-judgement study of students' and mathematicians' views. Journal of Mathematical Behavior, 2021, 61, 100824.	0.9	13
4	Mathematical equivalence assessment: Measurement invariance across six countries. Studies in Educational Evaluation, 2021, 70, 101046.	2.3	2
5	Comparative judgement, proof summaries and proof comprehension. Educational Studies in Mathematics, 2020, 105, 181-197.	2.8	11
6	Assessment by Comparative Judgement: An Application to Secondary Statistics and English in New Zealand. New Zealand Journal of Educational Studies, 2020, 55, 49-71.	1.1	9
7	Teaching using contextualised and decontextualised representations: examining the case of differential calculus through a comparative judgement technique. Research in Mathematics Education, 2020, 22, 284-303.	1.2	6
8	Measuring conceptual understanding in randomised controlled trials: Can comparative judgement help?. British Educational Research Journal, 2019, 45, 662-680.	2.5	24
9	The conception of substitution of the equals sign plays a unique role in students' algebra performance. Journal of Numerical Cognition, 2019, 5, 24-37.	1.2	7
10	Asymmetry in student achievement on multiple-choice and constructed-response items in reversible mathematics processes. Educational Studies in Mathematics, 2017, 94, 205-222.	2.8	28
11	Special issue on summative assessment. Research in Mathematics Education, 2017, 19, 103-107.	1.2	2
12	Measuring Conceptual Understanding Using Comparative Judgement. International Journal of Research in Undergraduate Mathematics Education, 2016, 2, 141-164.	1.8	40
13	Fifty years of A-level mathematics: have standards changed?. British Educational Research Journal, 2016, 42, 543-560.	2.5	12
14	Challenges in mathematical cognition: A collaboratively-derived research agenda. Journal of Numerical Cognition, 2016, 2, 20-41.	1.2	38
15	Peer assessment using comparative and absolute judgement. Studies in Educational Evaluation, 2015, 47, 93-101.	2.3	29
16	The problem of assessing problem solving: can comparative judgement help?. Educational Studies in Mathematics, 2015, 89, 337-355.	2.8	40
17	A comparative judgement approach to teacher assessment. Assessment in Education, 2015, 22, 368-389.	1.2	36
18	ASSESSING MATHEMATICAL PROBLEM SOLVING USING COMPARATIVE JUDGEMENT. International Journal of Science and Mathematics Education, 2015, 13, 151-177.	2.5	63

#	ARTICLE	IF	CITATIONS
19	Peer assessment without assessment criteria. <i>Studies in Higher Education</i> , 2014, 39, 1774-1787.	4.5	92
20	Touch Arithmetic: A process-based Computer-Aided Assessment approach for capture of problem solving steps in the context of elementary mathematics. <i>Computers and Education</i> , 2014, 78, 333-343.	8.3	11
21	Teaching the substitutive conception of the equals sign. <i>Research in Mathematics Education</i> , 2013, 15, 34-49.	1.2	25
22	Substitution and sameness: Two components of a relational conception of the equals sign. <i>Journal of Experimental Child Psychology</i> , 2012, 113, 166-176.	1.4	46
23	A Substituting Meaning for the Equals Sign in Arithmetic Notating Tasks. <i>Journal for Research in Mathematics Education</i> , 2012, 43, 2-33.	1.8	20
24	Storyboarding: A method for bootstrapping the design of computer-based educational tasks. <i>Computers and Education</i> , 2008, 51, 1353-1364.	8.3	12
25	Arithmetical notating as a diagrammatic activity. <i>Research in Mathematics Education</i> , 2008, 10, 95-96.	1.2	1
26	A diagrammatic view of the equals sign: arithmetical equivalence as a means, not an end. <i>Research in Mathematics Education</i> , 2008, 10, 151-165.	1.2	9
27	Connecting the equals sign. <i>International Journal of Computers for Mathematical Learning</i> , 2007, 11, 301-325.	0.6	15