

Selected list of publications – Lieven Verschaffel – March 2013

A1 Papers in journals included in the ISI Web of Science – limited to the following types: papers review articles, letters and notes (Chronological order)

In press

Acevedo Nistal, A., Van Dooren, W., & Verschaffel, L. (in press). Students' reported justifications for their representational choices in linear-function problems: An interview study. *Educational Studies*. (IF most recent : 0.35).

Acevedo Nistal, A., Van Dooren, W., & Verschaffel, L. (accepted, 07-03-2013). Improving students' representational choices in linear-function problems: An intervention. *Educational Psychology*. (IF most recent : 1.02).

Dewolf, T., Van Dooren, W., Ev Cemen, E., & Verschaffel, L. (in press). The impact of illustrations and warnings on solving mathematical word problems realistically. *Journal of Experimental Education*. (IF most recent : 1.09).

Heine, A., Wissmann, J., Tamm, S., De Smedt, B., Schneider, M., Stern, E., Verschaffel, L., & Jacobs, A. (in press). An electrophysiological investigation of non-symbolic magnitude processing: Numerical distance effects in children with and without mathematical learning disabilities. *Cortex*. (IF most recent : 6.08).

Lem, S., Onghena, P., Verschaffel, L., & Van Dooren, W. (in press). Why a graph is (sometimes) not worth ten thousand words: A study on the misinterpretation of histograms and box plots. *Educational Psychology*. (IF most recent : 1.02).

Luwel, K., Foustana, A., Onghena, P., & Verschaffel, L. (in press). The contribution of intelligence and cognitive flexibility to children's strategy selection and execution. *Learning and Individual Differences*. (IF most recent: 1.58)

Orrantia, J., Vicente, S., Rodríguez, L., Rosales, J., & Verschaffel, L. (in press). Processing of situational information in story problem texts. An analysis from on-line measures. *Spanish Journal of Psychology*. (IF most recent: 0.74)

Peters, G., De Smedt, B., Torbeyns, J., Ghesquière, P., & Verschaffel, L. (in press). Children's use of addition to solve two-digit subtraction problems. *British Journal of Psychology*. (IF most recent : 2.37).

Verschaffel, L., Reybrouck, M., Van Dooren, W., & Degraeuwe, G. (in press). The relative importance of children's criteria for representational adequacy in the perception of simple sonic stimuli. *Psychology of Music*. (IF most recent : 1.57).

2013

Lem, S., Onghena, P., Verschaffel, L., & Van Dooren, W. (2013). The heuristic interpretation of box plots. *Learning and Instruction*, 26, 22-35 (IF most recent : 3.73).

Vamvakoussi, X., Van Dooren, W., & Verschaffel, L. (2013). Educated adults are still affected by intuitive beliefs about the effect of arithmetical operations: Evidence from a reaction-time study. *Educational Studies in Mathematics*, 82, 323-330 (IF most recent : 0.55).

2012

Acevedo Nistal, A., Van Dooren, W., & Verschaffel, L. (2012). Students' reported justifications for their representational choices in linear function problems: an interview study. *Educational Studies*, 104-117 (IF most recent : 0.35).

Acevedo Nistal, A., Van Dooren, W., & Verschaffel, L. (2012). What counts as a flexible

representational choice? An evaluation of students' representational choices to solve linear function problems. *Instructional Science*, 40(6), 999-1019 (citations : 0) (IF publication year : 1.83) (IF most recent : 1.83).

Depaepe, F., De Corte, E., & Verschaffel, L. (2012). Who is granted authority in the mathematics classroom? An analysis of the observed and perceived distribution of authority. *Educational Studies*, 38(2), 223-234 (citations : 0) (IF most recent : 0.35).

Fernández, C., Llinares, S., Van Dooren, W., De Bock, D., & Verschaffel, L. (2012). The development of students' use of additive and proportional methods along primary and secondary school. *European Journal of Psychology of Education*, 27(3), 421-438 (citations : 1) (IF most recent : 0.61).

Peters, G., De Smedt, B., Torbeyns, J., Ghesquière, P., & Verschaffel, L. (2012). Children's use of subtraction by addition on large single-digit subtractions. *Educational Studies in Mathematics*, 79(3), 335-349 (citations : 1) (IF most recent : 0.55).

Peters, G., De Smedt, B., Torbeyns, J., Ghesquière, P., & Verschaffel, L. (2012). Children's use of addition to solve two-digit subtraction problems. *British Journal of Psychology, e-pub ahead of print* (IF most recent : 2.37).

Schillemans, V., Luwel, K., Ceulemans, E., Onghena, P., & Verschaffel, L. (2012). The effect of single versus repeated previous strategy use on individuals' subsequent strategy choice. *Psychologica Belgica*, 52(4), 307-326 (IF most recent : 0.47).

Verschaffel, L., Bryant, P., & Torbeyns, J. (2012). Introduction. *Educational Studies in Mathematics*, 79(3), 327-334 (IF most recent : 0.55).

2011

Chen, L., Van Dooren, W., Chen, Q., & Verschaffel, L. (2011). An investigation on Chinese teachers' realistic problem posing and problem solving ability and beliefs. *International Journal of Science and Mathematics Education*, 9(4), 919-948 (citations : 0) (IF publication year : 0.53) (IF most recent : 0.53).

Chen, L., Van Dooren, W., & Verschaffel, L. (2011). An investigation on Chinese teachers' realistic problem solving abilities and beliefs. *Journal of Mathematics Education*, 4(2), 80-96 (citations : 0).

De Bock, D., Van Dooren, W., & Verschaffel, L. (2011). Students' over-use of linearity: An exploration in physics. *Research in Science Education*, 41(3), 389-412 (citations : 2) (IF publication year : 1.34) (IF most recent : 1.34).

De Bock, D., Verschaffel, L., Van Dooren, W., Deprez, J., & Roelens, M. (2011). Abstract or concrete examples in learning mathematics? A replication and elaboration of Kaminski, Sloutsky, and Heckler's study. *Journal for Research in Mathematics Education*, 42(2), 109-126 (IF most recent : 1.5).

De Smedt, B., Ansari, D., Grabner, R., Hannula-Sormunen, M., Schneider, M., & Verschaffel, L. (2011). Cognitive neuroscience meets mathematics education: It takes two to tango. *Educational Research Review*, 6(3), 232-237 (citations : 1) (IF publication year : 2.33) (IF most recent : 2.33).

Dewolf, T., Van Dooren, W., & Verschaffel, L. (2011). Upper elementary school children's understanding and solution of a quantitative problem inside and outside the mathematics class. *Learning and Instruction*, 21(6), 770-780 (citations : 0) (IF publication year : 3.73) (IF most recent : 3.73).

Fernández, C., Llinares, S., Van Dooren, W., De Bock, D., & Verschaffel, L. (2011). Effect of number structure and nature of quantities on secondary school students' proportional reasoning. *Studia Psychologica*, 53(1), 69-81 (citations : 3) (IF publication year : 0.2) (IF most recent : 0.2).

Gillard, E., Schaeken, W., Van Dooren, W., & Verschaffel, L. (2011). Conflict-monitoring and the intuitive error in quantitative reasoning. *Studia Psychologica*, 53(4), 385-401 (citations : 0) (IF publication year : 0.2) (IF most recent : 0.2).

Lem, S., Van Dooren, W., Gillard, E., & Verschaffel, L. (2011). Sample size neglect problems: A critical analysis. *Studia Psychologica*, 53(2), 123-135 (citations : 0) (IF publication year : 0.2) (IF most recent : 0.2).

Luwel, K., Foustana, A., Papadatos, Y., & Verschaffel, L. (2011). The role of intelligence and feedback in children's strategy competence. *Journal of Experimental Child Psychology*, 108(1), 61-76 (citations : 1) (IF publication year : 3.12) (IF most recent : 3.12).

Schillemans, V., Luwel, K., Onghena, P., & Verschaffel, L. (2011). The influence of the previous strategy on individuals' strategy choices. *Studia Psychologica*, 53(4), 339-350 (citations : 0) (IF publication year : 0.2) (IF most recent : 0.2).

Torbeyns, J., De Smedt, B., Peters, G., Ghesquière, P., & Verschaffel, L. (2011). Use of indirect addition in adults' mental subtraction in the number domain up to 1,000. *British Journal of Psychology*, 102(3), 585-597 (citations : 1) (IF publication year : 2.37) (IF most recent : 2.37).

2010

De Smedt, B., Ansari, D., Grabner, R., Hannula, M., Schneider, M., & Verschaffel, L. (2010). Cognitive neuroscience meets mathematics education. *Educational Research Review*, 5(1), 97-105 (citations : 8) (IF publication year : 1.26) (IF most recent : 2.33).

De Smedt, B., Torbeyns, J., Stassens, N., Ghesquière, P., & Verschaffel, L. (2010). Frequency, efficiency and flexibility of indirect addition in two learning environments. *Learning and Instruction*, 20(3), 205-215 (citations : 4) (IF publication year : 2.77) (IF most recent : 3.73).

Depaepe, F., De Corte, E., & Verschaffel, L. (2010). Teachers' approaches towards word problem solving: Elaborating or restricting the problem context. *Teaching and Teacher Education*, 26(2), 152-160 (citations : 5) (IF publication year : 1.12) (IF most recent : 1.32).

Ebersbach, M., Van Dooren, W., Goudriaan, M., & Verschaffel, L. (2010). Discriminating non-linearity from linearity: Its cognitive foundations in 5-year olds. *Mathematical Thinking and Learning*, 12(1), 4-19 (citations : 3) (IF most recent : 0.39).

Ebersbach, M., Van Dooren, W., & Verschaffel, L. (2010). Knowledge on accelerated motion as measured by implicit and explicit tasks in 5- to 16-year-olds. *International Journal of Science and Mathematics Education*, 9(1), 25-46 (citations : 0) (IF most recent : 0.53).

Heine, A., Tamm, S., De Smedt, B., Schneider, M., Thaler, V., Torbeyns, J., et al. (2010). The numerical stroop effect in primary school children: a comparison of low, normal and high achievers. *Neuropsychology, Development and Cognition C, Child Neuropsychology*, 16(5), 461-477 (citations : 1) (IF publication year : 1.73) (IF most recent : 1.8).

Heine, A., Thaler, V., Tamm, S., Hawelka, S., Schneider, M., Torbeyns, J., et al. (2010). What the eyes already 'know': Using eye movement measurement to tap into children's implicit numerical magnitude representations. *Infant and Child Development*, 19(2), 175-186 (citations : 4) (IF publication year : 1.25) (IF most recent : 1.2).

Peters, G., De Smedt, B., Torbeyns, J., Ghesquière, P., & Verschaffel, L. (2010). Adults' use of subtraction by addition. *Acta Psychologica*, 135(3), 323-329 (citations : 2) (IF publication year : 2.25) (IF most recent : 2.26).

Peters, G., De Smedt, B., Torbeyns, J., Ghesquière, P., & Verschaffel, L. (2010). Using addition to solve large subtractions in the number domain up to 20. *Acta Psychologica*, 133(2), 163-169 (citations : 5) (IF publication year : 2.25) (IF most recent : 2.26).

Van Dooren, W., De Bock, D., & Verschaffel, L. (2010). From addition to multiplication ... and back. The development of students' additive and multiplicative reasoning skills. *Cognition and*

Instruction, 28(3), 360-381 (citations : 4) (IF publication year : 1.89) (IF most recent : 0.93).

Van Dooren, W., De Bock, D., Vleugels, K., & Verschaffel, L. (2010). Just answering ... or thinking? Contrasting pupils' solutions and classifications of missing-value word problems. *Mathematical Thinking and Learning*, 12(1), 20-35 (citations : 2) (IF most recent : 0.39).

Verschaffel, L., Reybrouck, M., Jans, C., & Van Dooren, W. (2010). Children's criteria for representational adequacy in the perception of simple sonic stimuli. *Cognition and Instruction*, 28(4), 475-502 (citations : 1) (IF publication year : 1.89) (IF most recent : 0.93).

Verschaffel, L., Reybrouck, M., Janssens, M., & Van Dooren, W. (2010). Using graphical notations to assess children's experiencing of simple and complex musical fragments. *Psychology of Music*, 38(3), 259-284 (citations : 2) (IF publication year : 1.18) (IF most recent : 1.57).

2009

Baroody, A., Torbeyns, J., & Verschaffel, L. (2009). Young children's understanding and application of subtraction-related principles. (Introduction to the Special Issue). *Mathematical Thinking and Learning*, 11(1-2), 2-9 (citations : 5) (IF most recent : 0.39).

De Smedt, B., Janssen, R., Bouwens, K., Verschaffel, L., Boets, B., & Ghesquière, P. (2009). Working memory and individual differences in mathematics achievement: A longitudinal study from first grade to second grade. *Journal of Experimental Child Psychology*, 103(2), 186-201 (citations : 29) (IF publication year : 2.24) (IF most recent : 3.12).

De Smedt, B., Reynvoet, B., Swillen, A., Verschaffel, L., Boets, B., & Ghesquière, P. (2009). Basic number processing and difficulties in single-digit arithmetic: evidence from velo-cardio-facial syndrome. *Cortex*, 45(2), 177-188 (citations : 16) (IF publication year : 4.06) (IF most recent : 6.08).

De Smedt, B., Swillen, A., Verschaffel, L., & Ghesquière, P. (2009). Mathematical learning disabilities in children with 22q11.2 deletion syndrome: a review. *Developmental Disabilities Research Reviews*, 15(1), 4-10 (citations : 8) (IF publication year : 2.0) (IF most recent : 4.04).

De Smedt, B., Verschaffel, L., & Ghesquière, P. (2009). The predictive value of numerical magnitude comparison for individual differences in mathematics achievement. *Journal of Experimental Child Psychology*, 103(4), 469-479 (citations : 42) (IF publication year : 2.24) (IF most recent : 3.12).

Gillard, E., Van Dooren, W., Schaeken, W., & Verschaffel, L. (2009). Dual-processes in the psychology of mathematics education and cognitive psychology. *Human Development*, 52(2), 95-108 (citations : 5) (IF publication year : 1.01) (IF most recent : 1.38).

Gillard, E., Van Dooren, W., Schaeken, W., & Verschaffel, L. (2009). Dual-process theorieën toegepast op het (leren) oplossen van wiskundige problemen. *Pedagogische Studiën*, 86(5), 385-400 (citations : 0) (IF most recent : 0.2).

Gillard, E., Van Dooren, W., Schaeken, W., & Verschaffel, L. (2009). Proportional reasoning as a heuristic-based process: Time constraint and dual-task considerations. *Experimental Psychology*, 56(2), 92-99 (citations : 5) (IF publication year : 1.69) (IF most recent : 2.22).

Luwel, K., Onghena, P., Torbeyns, J., Schillemans, V., & Verschaffel, L. (2009). Strengths and weaknesses of the choice/no-choice method in research on strategy use. *European Psychologist*, 14(4), 351-362 (citations : 4) (IF publication year : 1.48) (IF most recent : 1.31).

Luwel, K., Schillemans, V., Onghena, P., & Verschaffel, L. (2009). Does switching between strategies within the same task involve a cost? *British Journal of Psychology*, 100, 753-771 (citations : 11) (IF publication year : 2.11) (IF most recent : 2.37).

Luwel, K., Torbeyns, J., Schillemans, V., & Verschaffel, L. (2009). Primingeffecten in het strategiekeuzeproces bij wiskundetaken onderzocht en bekeken vanuit het perspectief van

Siegler's theorie van strategic change [Priming effects on the process of strategy selection in mathematics tasks: An investigation and interpretation from Siegler's theory of strategic change]. *Pedagogische Studiën*, 86(5), 369-384 (citations : 0) (IF most recent : 0.2).

Reybrouck, M., Verschaffel, L., & Lauwerier, S. (2009). Children's graphical notations as representational tools for musical sense-making in a music-listening task. *British Journal of Music Education*, 26(2), 189-211 (citations : 4) (IF most recent : 0.29).

Schillemans, V., Luwel, K., Bulté, I., Onghena, P., & Verschaffel, L. (2009). The influence of previous strategy use on individuals' subsequent strategy choice: Findings from a numerosity judgement task. *Psychologica Belgica*, 49(4), 191-205 (citations : 4) (IF publication year : 0.3) (IF most recent : 0.47).

Torbeyns, J., De Smedt, B., Ghesquière, P., & Verschaffel, L. (2009). Acquisition and use of shortcut strategies by traditionally schooled children. *Educational Studies in Mathematics*, 71(1), 1-17 (citations : 5) (IF most recent : 0.55).

Torbeyns, J., De Smedt, B., Stassens, N., Ghesquière, P., & Verschaffel, L. (2009). Solving subtraction problems by means of indirect addition. *Mathematical Thinking and Learning*, 11(1-2), 79-91 (citations : 6) (IF most recent : 0.39).

Torbeyns, J., Ghesquière, P., & Verschaffel, L. (2009). Efficiency and flexibility of indirect addition in the domain of multi-digit subtraction. *Learning and Instruction*, 19(1), 1-12 (citations : 12) (IF publication year : 2.37) (IF most recent : 3.73).

Van Dooren, W., De Bock, D., Evers, M., & Verschaffel, L. (2009). Students' overuse of proportionality on missing-value problems: How numbers may change solutions. *Journal for Research in Mathematics Education*, 40(2), 187-211 (citations : 7) (IF publication year : 1.27) (IF most recent : 1.5).

Verschaffel, L., Luwel, K., Torbeyns, J., & Van Dooren, W. (2009). Conceptualizing, investigating, and enhancing adaptive expertise in elementary mathematics education. *European Journal of Psychology of Education*, 24(3), 335-359 (citations : 16) (IF publication year : 0.6) (IF most recent : 0.61).

Verschaffel, L., van Lieshout, E., & Van Dooren, W. (2009). Cognitieve psychologie en wiskundeonderwijs: een "dangerous liaison"? *Pedagogische Studiën*, 86(5), 329-333 (citations : 0) (IF most recent : 0.2).

2008

De Corte, E., Verschaffel, L., & Depaepe, F. (2008). Unraveling the relationship between students' mathematics-related beliefs and the classroom culture. *European Psychologist*, 13(1), 24-36 (citations : 0) (IF publication year : 1.48) (IF most recent : 1.31).

De Smedt, B., Swillen, A., Devriendt, K., Fryns, J., Verschaffel, L., Boets, B., et al. (2008). Cognitive correlates of mathematical disabilities in children with velo-cardio-facial syndrome. *Genetic Counseling*, 19(1), 71-94 (citations : 2) (IF publication year : 0.42) (IF most recent : 0.51).

Ebersbach, M., Frick, A., Luwel, K., Onghena, P., & Verschaffel, L. (2008). 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*, 99(1), art.nr. 1, 1-17 (citations : 19) (IF publication year : 2.33) (IF most recent : 3.12).

Luwel, K., Siegler, R., & Verschaffel, L. (2008). A microgenetic study of insightful problem solving. *Journal of Experimental Child Psychology*, 99(3), 210-232 (citations : 4) (IF publication year : 2.33) (IF most recent : 3.12).

Luwel, K., & Verschaffel, L. (2008). Analysing strategy use in terms of the four parameters of strategic competence: Contributions from a numerosity judgement task. *Anales de Psicología*, 24(2), 223-239 (citations : 2) (IF most recent : 0.57).

Luwel, K., & Verschaffel, L. (2008). Estimation of 'real' numerosities in elementary school children. *European Journal of Psychology of Education*, 23(3), 319-338 (citations : 1) (IF publication year : 0.53) (IF most recent : 0.61).

Schneider, M., Heine, A., Thaler, V., Torbeyns, J., De Smedt, B., Verschaffel, L., et al. (2008). A validation of eye movements as a measure of elementary school children's developing number sense. *Cognitive Development*, 23(3), 424-437 (citations : 6) (IF publication year : 1.01) (IF most recent : 1.73).

Van Dooren, W., De Bock, D., Janssens, D., & Verschaffel, L. (2008). The linear imperative. An inventory and conceptual analysis of students' overuse of linearity. *Journal for Research in Mathematics Education*, 39(3), 311-342 (citations : 14) (IF publication year : 0.97) (IF most recent : 1.5).

Vicente, S., Orrantia, J., & Verschaffel, L. (2008). Influence of situational and mathematical information on situationally difficult word problems. *Studia Psychologica*, 50(4), 337-356 (citations : 3) (IF publication year : 0.26) (IF most recent : 0.2).

Vicente, S., Orrantia, J., & Verschaffel, L. (2008). Influencia del conocimiento matematico y situacional en la resolución de problemas aritméticos verbales: Ayudas textuales y gráficas. *Infancia y Aprendizaje*, 31(4), 463-483 (citations : 5) (IF publication year : 0.4) (IF most recent : 0.4).

Vicente, S., Van Dooren, W., & Verschaffel, L. (2008). Utilizar la matemáticas para resolver problemas reales. *Cultura y Educación*, 20(4), 391-406 (citations : 1) (IF most recent : 0.27).

2007

De Bock, D., Verschaffel, L., & Janssens, D. (2007). De lineariteitsillusie bij het oplossen van meetkundeproblemen door leerlingen van het secundair onderwijs. *Pedagogische Studiën*, 74, 261-270 (IF most recent : 0.2).

De Smedt, B., Swillen, A., Devriendt, K., Fryns, J., Verschaffel, L., & Ghesquière, P. (2007). Mathematical disabilities in children with velo-cardio-facial syndrome. *Neuropsychologia*, 45(5), 885-895 (citations : 19) (IF publication year : 3.63) (IF most recent : 3.64).

Kanselaar, G., Van Dooren, W., & Verschaffel, L. (2007). Wiskunde en ICT: Een discussiebijdrage. *Pedagogische Studiën*, 84(5), 418-427 (IF most recent : 0.2).

Van Dooren, W., De Bock, D., Janssens, D., & Verschaffel, L. (2007). Pupils' over-reliance on linearity: A scholastic effect? *British Journal of Educational Psychology*, 77, 307-321 (citations : 11) (IF publication year : 1.02) (IF most recent : 1.42).

Vicente, S., Orrantia, J., & Verschaffel, L. (2007). Influence of situational and conceptual rewording on word problem solving. *British Journal of Educational Psychology*, 77, 829-848 (citations : 12) (IF publication year : 1.02) (IF most recent : 1.42).

2006

De Smedt, B., Swillen, A., Devriendt, K., Fryns, J., Verschaffel, L., & Ghesquière, P. (2006). Mathematical disabilities in young primary school children with Velo-Cardio-Facial Syndrome. *Genetic Counseling*, 17(3), 259-280 (citations : 7) (IF publication year : 0.45) (IF most recent : 0.51).

Op 't Eynde, P., De Corte, E., & Verschaffel, L. (2006). "Accepting emotional complexity": A socio-constructivist perspective on the role of emotions in the mathematics classroom. *Educational Studies in Mathematics*, 63, 193-207 (IF most recent : 0.55).

Torbeyns, J., Verschaffel, L., & Ghesquière, P. (2006). The development of children's adaptive expertise in the number domain 20 to 100. *Cognition and Instruction*, 24(4), 439-465 (citations : 14) (IF publication year : 1.0) (IF most recent : 0.93).

2005

Luwel, K., Lemaire, P., & Verschaffel, L. (2005). Children's strategies in numerosity judgment. *Cognitive Development, 20*(3), 448-471 (citations : 17) (IF publication year : 0.71) (IF most recent : 1.73).

Torbeyns, J., Grobben, H., Verschaffel, L., & Ghesquière, P. (2005). Baard of baart? Accuataresse en strategiegebruik bij het aanvankelijk spellen. *Pedagogische Studiën, 82*(6), 436-452 (IF most recent : 0.2).

Torbeyns, J., Verschaffel, L., & Ghesquière, P. (2005). Simple addition strategies in a first-grade class with multiple strategy instruction. *Cognition and Instruction, 23*(1), 1-21 (citations : 20) (IF publication year : 1.16) (IF most recent : 0.93).

Van Dooren, W., De Bock, D., Hessels, A., Janssens, D., & Verschaffel, L. (2005). Not everything is proportional: Effects of age and problem type on propensities for overgeneralization. *Cognition and Instruction, 23*(1), 57-86 (citations : 43) (IF publication year : 1.16) (IF most recent : 0.93).

Verschaffel, L., Janssens, S., & Janssen, R. (2005). The development of mathematical competence in Flemish preservice elementary school teachers. *Teaching and Teacher Education, 21*(1), 49-63 (citations : 2) (IF publication year : 0.46) (IF most recent : 1.32).

2004

De Bock, D., Van Dooren, W., Janssens, D., & Verschaffel, L. (2004). Onterecht lineair redeneren door leerlingen in het secundair onderwijs: een dieptestudie. *Pedagogische Studiën, 81*, 42-57 (IF most recent : 0.2).

De Corte, E., Verschaffel, L., & Masui, C. (2004). The CLIA-model: a framework for designing powerful learning environments for thinking and problem solving. *European Journal of Psychology of Education, 19*, 365-384 (citations : 11) (IF publication year : 0.18) (IF most recent : 0.61).

Torbeyns, J., Verschaffel, L., & Ghesquière, P. (2004). Strategic aspects of simple addition and subtraction: the influence of mathematical ability. *Learning and Instruction, 14*(2), 177-195 (citations : 16) (IF publication year : 1.62) (IF most recent : 3.73).

Torbeyns, J., Verschaffel, L., & Ghesquière, P. (2004). Strategy development in children with mathematical disabilities: insights from the choice/no-choice method and the chronological-age/ability-level-match design. *Journal of Learning Disabilities, 37*(2), 119-131 (citations : 21) (IF publication year : 0.71) (IF most recent : 1.77).

Van Dooren, W., De Bock, D., Hessels, A., Janssens, D., & Verschaffel, L. (2004). Remediating secondary school students' illusion of linearity: a teaching experiment aiming at conceptual change. *Learning and Instruction, 14*(5), 485-501 (citations : 25) (IF publication year : 1.62) (IF most recent : 3.73).

Van Dooren, W., De Bock, D., Weyers, D., & Verschaffel, L. (2004). The predictive power of intuitive rules: a critical analysis of the impact of "More A-more B" and Same A-same B". *Educational Studies in Mathematics, 56*, 179-207 (IF most recent : 0.55).

Van Dooren, W., & Verschaffel, L. (2004). Knowledge acquisition and expertise in specific domains: Mathematics and sciences. *Pedagogische Studiën, 81*, 179-181 (IF most recent : 0.2).

Vosniadou, S., & Verschaffel, L. (2004). Extending the conceptual change approach to mathematics learning and teaching. *Learning and Instruction, 14*(5), 445-451 (citations : 25) (IF publication year : 1.62) (IF most recent : 3.73).

2003

De Bock, D., Verschaffel, L., Janssens, D., Van Dooren, W., & Claes, K. (2003). Do realistic contexts and graphical representations always have a beneficial impact on students' performance? Negative evidence from a study on modelling non-linear geometry problems. *Learning and Instruction, 13*(4), 441-463 (citations : 20) (IF publication year : 1.3) (IF most recent : 3.73).

De Corte, E., Verschaffel, L., & Van de Ven, A. (2003). Ontwikkeling van een krachtige leeromgeving voor het bevorderen van het begrijpend lezen bij leerlingen uit de bovenbouw van het basisonderwijs. *Pedagogische Studiën, 80*, 147-166 (IF most recent : 0.2).

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