

## PUBLICATIONS

### Scientific publications

Boonen, A. J. H., De Koning, B., Jolles, J., & Van der Schoot, M. (*under review*).

Word problem solving in contemporary math education: A plea for semantic-linguistic skills training. *Frontline Learning Research*

Boonen, A. J. H., & Jolles, J. (*submitted*). Teaching four less successful second grade

students to solve combine, change and compare word problems: Results of a feasibility study. *Preventing School Failure*.

Boonen, A. J.H., & Jolles (*under review*). Second grade elementary school students' differing performance on combine, change and compare word problems. *International Journal of School and Cognitive Psychology*

Boonen, A. J. H., Kolkman, M. E., & Kroesbergen, E. H. (2011). The relation between teachers' math talk and the acquisition of number sense within kindergarten classrooms. *Journal of School Psychology, 49*, 281-299.

Boonen, A. J. H., Reed, H. C., Schoonenboom, J. & Jolles, J. (*under review*). It's not a math lesson, we're learning to draw! Teachers' use of visual representations in instructing word problem solving in sixth grade of elementary school. *Journal for Research in Mathematics Education*

Boonen, A. J. H., Van der Schoot, M., Van Wesel, F., De Vries, M., & Jolles, J. (2013).

What underlies successful word problem solving? A path analysis in sixth grade children. *Contemporary Educational Psychology, 38*, 271-279.

Boonen, A. J. H., Van Wesel, F., Jolles, J., & Van der Schoot, M. (2014). The role of visual representation type, spatial ability, and reading comprehension in word problem solving: An item-level analysis in elementary school children. *International Journal of Educational Research, 68*, 15-26.

Oostermeijer, M., Boonen, A. J. H., & Jolles, J. (2014). The relation between children's constructive play activities, spatial ability and mathematical word problem solving performance: A mediation analysis in sixth grade students. *Frontiers in Psychology*, 5, 1-7.

### **Conference presentations**

Boonen, A. J. H. (2012, July). *Cognitive processes underlying mathematical word problem solving: A path analysis in sixth grade children*. Poster presented at EARLI JURE 2012. Regensburg, Germany.

Boonen, A. J. H. (2012, August). *Cognitive processes underlying mathematical word problem solving: A path analysis in sixth grade children*. Poster presented at the Biennial Meeting of EARLI SIG 15. Utrecht, The Netherlands.

Boonen, A. J. H. (2010, September). *The relation between teachers' math talk and the acquisition of number sense within kindergarten classrooms*. Poster presented at the Biennial Meeting of EARLI SIG 15. Frankfurt, Germany.

Boonen, A. J. H. (2013, April). What underlies successful word problem solving: a path analysis in sixth grade students. Paper presented at SRCD Biennial Meeting. Seattle, United States.

Boonen, A. J. H. (2013, August). What underlies successful word problem solving: a path analysis in sixth grade students. Paper presented at EARLI Biennial Meeting. München, Germany.

Boonen, A. J. H. (2014, January). Comprehend, Visualize, and Calculate: the successful solution of mathematical word problems. Paper presented at 'Panamaconferentie'. Noordwijkerhout, The Netherlands.

### **Professional publications**

Boonen, A. J. H. (2012). Ontwikkeling meetkundekennis van toekomstige leerkrachten

[The development of geometrical knowledge of future teachers]. *Panama post*, 2, 36-42.

Boonen, A. J. H. (2014). Begrijpen, Verbeelden en Berekenen: Visuele representaties ondersteunen bij talige rekenopgaven [Comprehending, Visualizing and Calculating: visual representations support mathematical word problems]. *Volgens Bartjens*, 3, 25-27.

Boonen, A. J. H., & Haarsma, J. (2011). Het leren construeren en visualiseren in kleutergroepen: Ontwikkeling meetkundige kennis van de toekomstige leerkracht [Construction and visualisation in kindergarten: The development of geometrical knowledge of a future teacher]. *Panama post Praktijktip*, 3, 14-16.

Houben, M., & Boonen, A. J. H. (*under review*). Talige rekenopgaven: Het gebruik van het strookmodel bij het begrijpen en oplossen van drie typen talige rekenopgaven: een onderzoek bij 4 zwakke presteerders. *Volgens Bartjens*