

Reinders Duit

List of Publications by Year in descending order

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27
papers

2,742
citations

686830

13
h-index

887659

17
g-index

27
all docs

27
docs citations

27
times ranked

1507
citing authors

#	ARTICLE	IF	CITATIONS
1	Conceptual change: A powerful framework for improving science teaching and learning. International Journal of Science Education, 2003, 25, 671-688.	1.0	782
2	On the role of analogies and metaphors in learning science. Science Education, 1991, 75, 649-672.	1.8	580
3	Learning in Science " From Behaviourism Towards Social Constructivism and Beyond. , 1998, , 3-25.		234
4	Conceptual change: a discussion of theoretical, methodological and practical challenges for science education. Cultural Studies of Science Education, 2008, 3, 297-328.	0.9	192
5	The Model of Educational Reconstruction " a Framework for Improving Teaching and Learning Science1. , 2012, , 13-37.		163
6	Students' conceptions of the second law of thermodynamics"an interpretive study. Journal of Research in Science Teaching, 1993, 30, 85-106.	2.0	145
7	Science teachers'™ use of analogies: observations from classroom practice. International Journal of Science Education, 1992, 14, 413-422.	1.0	103
8	Fostering conceptual change by analogies"between Scylla and Charybdis. Learning and Instruction, 2001, 11, 283-303.	1.9	101
9	Science Education Research Internationally: Conceptions, Research Methods, Domains of Research. Eurasia Journal of Mathematics, Science and Technology Education, 2007, 3, .	0.7	64
10	The teaching experiment as a powerful method to develop and evaluate teaching and learning sequences in the domain of non-linear systems. International Journal of Science Education, 2004, 26, 619-633.	1.0	57
11	Globalization: Science education from an international perspective. Journal of Research in Science Teaching, 2011, 48, 553-566.	2.0	56
12	Studies on educational reconstruction of chaos theory. Research in Science Education, 1997, 27, 339-357.	1.4	51
13	How Can Conceptual Change Contribute to Theory and Practice in Science Education?. , 2012, , 107-118.		48
14	Emergence, flexibility, and stabilization of language in a physics classroom. Journal of Research in Science Teaching, 2003, 40, 869-897.	2.0	35
15	Post-Festum and Heuristic Analogies. , 2006, , 37-49.		27
16	Understanding the basic ideas of chaos theory in a study of limited predictability. International Journal of Science Education, 1997, 19, 247-264.	1.0	21
17	Compatibility between cultural studies and conceptual change in science education: there is more to acknowledge than to fight straw men!. Cultural Studies of Science Education, 2008, 3, 387-395.	0.9	19
18	Teaching Science for Conceptual Change. , 0, , .		17

#	ARTICLE	IF	CITATIONS
19	On the Significance of Conceptual Metaphors in Teaching and Learning Science: Commentary on Lancor; Niebert and Gropenglesser; and Fuchs. <i>International Journal of Science Education</i> , 2015, 37, 958-965.	1.0	12
20	Students' understanding of basic ideas of the second law of thermodynamics. <i>Research in Science Education</i> , 1988, 18, 186-195.	1.4	11
21	Teaching and Learning the Interplay Between Chance and Determinism in Nonlinear Systems. <i>International Journal of Science Education</i> , 2014, 36, 506-530.	1.0	8
22	Physics in Context – A program for Improving Physics Instruction in Germany. , 2007, , 119-130.		7
23	Nonlinear Physics in Upper Physics Classes: Educational Reconstruction as a Frame for Development and Research in a Study of Teaching and Learning Basic Ideas of Nonlinearity. , 2003, , 269-276.		5
24	Comment on “œanalogy, explanation, and education” Journal of Research in Science Teaching, 1993, 30, 615-617.	2.0	2
25	SchÅ¼lervorstellungen zu Energie und WÅrmekraftmaschinen. , 2018, , 163-183.		1
26	On the Micro-structure of Analogical Reasoning: The Case of Understanding Chaotic Systems. , 2002, , 205-210.		1
27	David F. Treagust: congenial soul, science educator, and international research leader. <i>Cultural Studies of Science Education</i> , 2011, 6, 783-793.	0.9	0