Ronald W Marx

List of Publications by Year
in descending order

46 papers	8,528 citations	147801 31 h-index	223800 46 g-index
48 all docs	48 docs citations	48 times ranked	3826 citing authors

#	Article	IF	Citations
1	Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. Educational Psychologist, 1991, 26, 369-398.	9.0	1,708
2	Beyond Cold Conceptual Change: The Role of Motivational Beliefs and Classroom Contextual Factors in the Process of Conceptual Change. Review of Educational Research, 1993, 63, 167-199.	7.5	1,415
3	Supporting Students' Construction of Scientific Explanations by Fading Scaffolds in Instructional Materials. Journal of the Learning Sciences, 2006, 15, 153-191.	2.9	518
4	Linking teacher and student learning to improve professional development in systemic reform. Teaching and Teacher Education, 2003, 19, 643-658.	3.2	435
5	Inquiry in Project-Based Science Classrooms: Initial Attempts by Middle School Students. Journal of the Learning Sciences, 1998, 7, 313-350.	2.9	422
6	Creating Usable Innovations in Systemic Reform: Scaling Up Technology-Embedded Project-Based Science in Urban Schools. Educational Psychologist, 2000, 35, 149-164.	9.0	303
7	A Collaborative Model for Helping Middle Grade Science Teachers Learn Project-Based Instruction. Elementary School Journal, 1994, 94, 483-497.	1.4	298
8	Design-based science and student learning. Journal of Research in Science Teaching, 2004, 41, 1081-1110.	3.3	291
9	?Maestro, what is ?quality???: Language, literacy, and discourse in project-based science. Journal of Research in Science Teaching, 2001, 38, 469-498.	3.3	280
10	Standardized test outcomes for students engaged in inquiry€based science curricula in the context of urban reform. Journal of Research in Science Teaching, 2008, 45, 922-939.	3.3	268
11	Inquiry-based science in the middle grades: Assessment of learning in urban systemic reform. Journal of Research in Science Teaching, 2004, 41, 1063-1080.	3.3	253
12	Learning With Peers: From Small Group Cooperation to Collaborative Communities. Educational Researcher, 1996, 25, 37-39.	5.4	224
13	Enacting Project-Based Science. Elementary School Journal, 1997, 97, 341-358.	1.4	212
14	Creating a Framework for Research on Systemic Technology Innovations. Journal of the Learning Sciences, 2004, 13, 43-76.	2.9	193
15	Constructing Extended Inquiry Projects: Curriculum Materials for Science Education Reform. Educational Psychologist, 2000, 35, 165-178.	9.0	179
16	Design€based science and real€world problem€solving. International Journal of Science Education, 2005, 27, 855-879.	1.9	176
17	Performance of students in project-based science classrooms on a national measure of science achievement. Journal of Research in Science Teaching, 2002, 39, 410-422.	3.3	168
18	Students' and Teachers' Views of Thinking Processes for Classroom Learning. Elementary School Journal, 1982, 82, 493-518.	1.4	132

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19	Enacting Project-Based Science: Experiences of Four Middle Grade Teachers. Elementary School Journal, 1994, 94, 517-538.	1.4	101
20	Lessons Learned: How Collaboration Helped Middle Grade Science Teachers Learn Project-Based Instruction. Elementary School Journal, 1994, 94, 539-551.	1.4	97
21	New technologies for teacher professional development. Teaching and Teacher Education, 1998, 14, 33-52.	3.2	84
22	Educational psychology for teachers: Reforming our courses, rethinking our roles. Educational Psychologist, 1995, 30, 143-157.	9.0	82
23	Construct Interpretations of Three Self-Concept Inventories. American Educational Research Journal, 1978, 15, 99-109.	2.7	81
24	Reconceptualizing research on teaching.. Journal of Educational Psychology, 1977, 69, 668-678.	2.9	75
25	Elements of a community of learners in a middle school science classroom. Science Education, 1999, 83, 701-723.	3.0	57
26	A factorial experiment on teacher structuring, soliciting, and reacting.. Journal of Educational Psychology, 1979, 71, 534-552.	2.9	50
27	Learning from Academic Tasks. Elementary School Journal, 1988, 88, 207-219.	1.4	47
28	Professional Development of Science Teachers. , 1998, , 667-680.		46
29	The Nature and Sharing of Teacher Knowledge of Technology in a Student Teacher/Mentor Teacher Pair. Journal of Teacher Education, 2004, 55, 421-437.	3.5	45
30	Matching students' cognitive responses to teaching skills.. Journal of Educational Psychology, 1980, 72, 257-264.	2.9	41
31	Teaching for Understanding. Springer International Handbooks of Education, 1997, , 819-878.	0.1	38
32	Using Innovative Learning Technologies to Promote Learning and Engagement in an Urban Science Classroom. Urban Education, 2005, 40, 446-472.	1.8	37
33	A Multitrait-Multimethod Study of Three Self-Concept Inventories. Child Development, 1977, 48, 893.	3.0	31
34	Protective Factors for School Readiness Among Children in Poverty. Journal of Education for Students Placed at Risk, 2014, 19, 125-147.	2.5	22
35	Self-Concept Validation Research: Some Current Complexities. Chinese Physics Letters, 1980, 13, 72-82.	0.5	21
36	Student perception in classrooms. Educational Psychologist, 1983, 18, 145-164.	9.0	20

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37	Emerging Considerations for Professional Development Institutes for Science Teachers. Journal of Science Teacher Education, 2004, 15, 111-131.	2.5	13
38	Reliability and Validity of the Devereux Early Childhood Assessment (DECA) as a Function of Parent and Teacher Ratings. Journal of Psychoeducational Assessment, 2013, 31, 469-481.	1.5	12
39	The factor structure of the revised edition of the Illinois test of psycholinguistic abilities. Psychology in the Schools, 1971, 8, 349-356.	1.8	9
40	Large-scale interventions in science education: The road to utopia?. Journal of Research in Science Teaching, 2012, 49, 420-427.	3.3	9
41	Assessing Approaches to Learning in School Readiness. AERA Open, 2015, 1, 233285841559392.	2.1	6
42	Instructional Supervision in Counselor Training. Counselor Education and Supervision, 1981, 20, 193-202.	1.8	5
43	Latent variable structure and measurement invariance of a modified early literacy assessment. International Journal of School and Educational Psychology, 2018, 6, 208-222.	1.6	5
44	Measuring approaches to learning in preschoolers: validating the structure of an instrument for teachers and parents. Education 3-13, 2016, 44, 698-714.	1.0	4
45	Students' Perception of Instruction, Cognitive Style, and Achievement. Perceptual and Motor Skills, 1987, 65, 123-134.	1.3	2
46	Assessing Early Literacy With Hispanic Preschoolers: The Factor Structure of the Phonological Awareness Literacy Screening—Español. Hispanic Journal of Behavioral Sciences, 2017, 39, 193-210.	0.5	2