

Ronald W Marx

List of Publications by Year in descending order

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Version: 2024-02-01

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 | Latent variable structure and measurement invariance of a modified early literacy assessment. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 208-222. | 1.6 | 5 |
| 2 | Assessing Early Literacy With Hispanic Preschoolers: The Factor Structure of the Phonological Awareness Literacy Screening. <i>Hispanic Journal of Behavioral Sciences</i> , 2017, 39, 193-210. | 0.5 | 2 |
| 3 | Measuring approaches to learning in preschoolers: validating the structure of an instrument for teachers and parents. <i>Education 3-13</i> , 2016, 44, 698-714. | 1.0 | 4 |
| 4 | Assessing Approaches to Learning in School Readiness. <i>AERA Open</i> , 2015, 1, 233285841559392. | 2.1 | 6 |
| 5 | Protective Factors for School Readiness Among Children in Poverty. <i>Journal of Education for Students Placed at Risk</i> , 2014, 19, 125-147. | 2.5 | 22 |
| 6 | Reliability and Validity of the Devereux Early Childhood Assessment (DECA) as a Function of Parent and Teacher Ratings. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 469-481. | 1.5 | 12 |
| 7 | Large-scale interventions in science education: The road to utopia?. <i>Journal of Research in Science Teaching</i> , 2012, 49, 420-427. | 3.3 | 9 |
| 8 | Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. <i>Journal of Research in Science Teaching</i> , 2008, 45, 922-939. | 3.3 | 268 |
| 9 | Supporting Students' Construction of Scientific Explanations by Fading Scaffolds in Instructional Materials. <i>Journal of the Learning Sciences</i> , 2006, 15, 153-191. | 2.9 | 518 |
| 10 | Using Innovative Learning Technologies to Promote Learning and Engagement in an Urban Science Classroom. <i>Urban Education</i> , 2005, 40, 446-472. | 1.8 | 37 |
| 11 | Design-based science and real-world problem-solving. <i>International Journal of Science Education</i> , 2005, 27, 855-879. | 1.9 | 176 |
| 12 | The Nature and Sharing of Teacher Knowledge of Technology in a Student Teacher/Mentor Teacher Pair. <i>Journal of Teacher Education</i> , 2004, 55, 421-437. | 3.5 | 45 |
| 13 | Emerging Considerations for Professional Development Institutes for Science Teachers. <i>Journal of Science Teacher Education</i> , 2004, 15, 111-131. | 2.5 | 13 |
| 14 | Inquiry-based science in the middle grades: Assessment of learning in urban systemic reform. <i>Journal of Research in Science Teaching</i> , 2004, 41, 1063-1080. | 3.3 | 253 |
| 15 | Design-based science and student learning. <i>Journal of Research in Science Teaching</i> , 2004, 41, 1081-1110. | 3.3 | 291 |
| 16 | Creating a Framework for Research on Systemic Technology Innovations. <i>Journal of the Learning Sciences</i> , 2004, 13, 43-76. | 2.9 | 193 |
| 17 | Linking teacher and student learning to improve professional development in systemic reform. <i>Teaching and Teacher Education</i> , 2003, 19, 643-658. | 3.2 | 435 |
| 18 | Performance of students in project-based science classrooms on a national measure of science achievement. <i>Journal of Research in Science Teaching</i> , 2002, 39, 410-422. | 3.3 | 168 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | ?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 |
| 20 | Constructing Extended Inquiry Projects: Curriculum Materials for Science Education Reform. Educational Psychologist, 2000, 35, 165-178. | 9.0 | 179 |
| 21 | 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 |
| 22 | Elements of a community of learners in a middle school science classroom. Science Education, 1999, 83, 701-723. | 3.0 | 57 |
| 23 | New technologies for teacher professional development. Teaching and Teacher Education, 1998, 14, 33-52. | 3.2 | 84 |
| 24 | Inquiry in Project-Based Science Classrooms: Initial Attempts by Middle School Students. Journal of the Learning Sciences, 1998, 7, 313-350. | 2.9 | 422 |
| 25 | Professional Development of Science Teachers. , 1998, , 667-680. | | 46 |
| 26 | Enacting Project-Based Science. Elementary School Journal, 1997, 97, 341-358. | 1.4 | 212 |
| 27 | Teaching for Understanding. Springer International Handbooks of Education, 1997, , 819-878. | 0.1 | 38 |
| 28 | Learning With Peers: From Small Group Cooperation to Collaborative Communities. Educational Researcher, 1996, 25, 37-39. | 5.4 | 224 |
| 29 | Educational psychology for teachers: Reforming our courses, rethinking our roles. Educational Psychologist, 1995, 30, 143-157. | 9.0 | 82 |
| 30 | Enacting Project-Based Science: Experiences of Four Middle Grade Teachers. Elementary School Journal, 1994, 94, 517-538. | 1.4 | 101 |
| 31 | Lessons Learned: How Collaboration Helped Middle Grade Science Teachers Learn Project-Based Instruction. Elementary School Journal, 1994, 94, 539-551. | 1.4 | 97 |
| 32 | A Collaborative Model for Helping Middle Grade Science Teachers Learn Project-Based Instruction. Elementary School Journal, 1994, 94, 483-497. | 1.4 | 298 |
| 33 | 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 |
| 34 | Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. Educational Psychologist, 1991, 26, 369-398. | 9.0 | 1,708 |
| 35 | Learning from Academic Tasks. Elementary School Journal, 1988, 88, 207-219. | 1.4 | 47 |
| 36 | Students' Perception of Instruction, Cognitive Style, and Achievement. Perceptual and Motor Skills, 1987, 65, 123-134. | 1.3 | 2 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | Student perception in classrooms. <i>Educational Psychologist</i> , 1983, 18, 145-164. | 9.0 | 20 |
| 38 | Students' and Teachers' Views of Thinking Processes for Classroom Learning. <i>Elementary School Journal</i> , 1982, 82, 493-518. | 1.4 | 132 |
| 39 | Instructional Supervision in Counselor Training. <i>Counselor Education and Supervision</i> , 1981, 20, 193-202. | 1.8 | 5 |
| 40 | Matching students' cognitive responses to teaching skills.. <i>Journal of Educational Psychology</i> , 1980, 72, 257-264. | 2.9 | 41 |
| 41 | Self-Concept Validation Research: Some Current Complexities. <i>Chinese Physics Letters</i> , 1980, 13, 72-82. | 0.5 | 21 |
| 42 | A factorial experiment on teacher structuring, soliciting, and reacting.. <i>Journal of Educational Psychology</i> , 1979, 71, 534-552. | 2.9 | 50 |
| 43 | Construct Interpretations of Three Self-Concept Inventories. <i>American Educational Research Journal</i> , 1978, 15, 99-109. | 2.7 | 81 |
| 44 | A Multitrait-Multimethod Study of Three Self-Concept Inventories. <i>Child Development</i> , 1977, 48, 893. | 3.0 | 31 |
| 45 | Reconceptualizing research on teaching.. <i>Journal of Educational Psychology</i> , 1977, 69, 668-678. | 2.9 | 75 |
| 46 | The factor structure of the revised edition of the Illinois test of psycholinguistic abilities. <i>Psychology in the Schools</i> , 1971, 8, 349-356. | 1.8 | 9 |