

Antti Savinainen

List of Publications by Year in descending order

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11
papers

431
citations

1040056

9
h-index

1281871

11
g-index

11
all docs

11
docs citations

11
times ranked

282
citing authors

#	ARTICLE	IF	CITATIONS
1	The Force Concept Inventory: a tool for monitoring student learning. <i>Physics Education</i> , 2002, 37, 45-52.	0.5	92
2	Using the Force Concept Inventory to monitor student learning and to plan teaching. <i>Physics Education</i> , 2002, 37, 53-58.	0.5	75
3	Using a bridging representation and social interactions to foster conceptual change: Designing and evaluating an instructional sequence for Newton's third law. <i>Science Education</i> , 2005, 89, 175-195.	3.0	59
4	Force Concept Inventory-based multiple-choice test for investigating students'™ representational consistency. <i>Physical Review Physics Education Research</i> , 2010, 6, .	1.7	55
5	Relations between representational consistency, conceptual understanding of the force concept, and scientific reasoning. <i>Physical Review Physics Education Research</i> , 2012, 8, .	1.7	54
6	The Force Concept Inventory as a Measure of Students Conceptual Coherence. <i>International Journal of Science and Mathematics Education</i> , 2008, 6, 719-740.	2.5	35
7	Does using a visual-representation tool foster students'™ ability to identify forces and construct free-body diagrams?. <i>Physical Review Physics Education Research</i> , 2013, 9, .	1.7	20
8	The Effect of Using a Visual Representation Tool in a Teaching-Learning Sequence for Teaching Newton'™s Third Law. <i>Research in Science Education</i> , 2017, 47, 119-135.	2.3	19
9	GENDER DIFFERENCES IN LEARNING OF THE CONCEPT OF FORCE, REPRESENTATIONAL CONSISTENCY, AND SCIENTIFIC REASONING. <i>International Journal of Science and Mathematics Education</i> , 2013, 11, 1137-1156.	2.5	15
10	Learning About Forces Using Multiple Representations. <i>Models and Modeling in Science Education</i> , 2017, , 163-182.	0.6	5
11	A Case Study Evaluating Students'™ Representational Coherence of Newton'™s First and Second Laws. <i>AIP Conference Proceedings</i> , 2004, , .	0.4	2