Carl Bereiter

List of Publications by Year
in descending order

52 papers	5,864 citations	218592 26 h-index	289141 40 g-index
59 all docs	59 docs citations	59 times ranked	2076 citing authors

#	Article	IF	Citations
1	Knowledge Building and Knowledge Creation. , 2022, , 385-405.		0
2	Knowledge building: aligning education with needs for knowledge creation in the digital age. Educational Technology Research and Development, 2021, 69, 2243-2266.	2.0	17
3	Knowledge Building: Advancing the State of Community Knowledge. , 2021, , 261-279.		10
4	Exploring Collective Cognitive Responsibility Through the Emergence and Flow of Forms of Engagement in a Knowledge Building Community. , 2019, , 213-232.		6
5	Rethinking Learning. , 2018, , 463-493.		4
6	Theory Building and Education for Understanding. , 2017, , 2254-2259.		0
7	Creating, Crisscrossing, and Rising Above Idea Landscapes. Lecture Notes in Educational Technology, 2016, , 3-16.	0.5	12
8	Theory Building and Education for Understanding. , 2016, , 1-5.		1
9	Group-level formative feedback and metadiscourse. International Journal of Computer-Supported Collaborative Learning, 2015, 10, 309-336.	1.9	72
10	The Practicality of Principled Practical Knowledge: A Response to Janssen, Westbroek, and Doyle. Journal of the Learning Sciences, 2015, 24, 187-192.	2.0	4
11	Knowledge Building and Knowledge Creation. , 2014, , 397-417.		185
12	Principled Practical Knowledge: Not a Bridge but a Ladder. Journal of the Learning Sciences, 2014, 23, 4-17.	2.0	116
13	Smart technology for self-organizing processes. Smart Learning Environments, 2014, 1, .	4.3	75
14	Knowledge Building and Knowledge Creation: One Concept, Two Hills to Climb. Education Innovation Series, 2014, , 35-52.	0.3	83
15	A Brief History of Knowledge Building. Canadian Journal of Learning and Technology, 2010, 36, .	0.4	107
16	Innovation in the Absence of Principled Knowledge: The Case of the Wright Brothers. Creativity and Innovation Management, 2009, 18, 234-241.	1.9	20
17	Knowledge Building. , 2005, , 97-116.		296
18	Beyond Bloomâ€™s Taxonomy: Rethinking Knowledge for the Knowledge Age. , 2005, , 5-22.		14

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19	More to genius than creativity. Canadian Journal of Science, Mathematics and Technology Education, 2001, 1, 465-467.	0.6	0
20	Keeping the Brain in Mind. Australian Journal of Education, 2000, 44, 226-238.	0.9	2
21	Beyond Bloomâ€™s Taxonomy: Rethinking Knowledge for the Knowledge Age. , 1998, , 675-692.		8
22	Postmodernism, Knowledge Building, and Elementary Science. Elementary School Journal, 1997, 97, 329-340.	0.9	61
23	Knowledge Building as a Mediator of Conflict in Conceptual Change. Cognition and Instruction, 1997, 15, 1-40.	1.9	232
24	Collaborative learning processes associated with high and low conceptual progress. Instructional Science, 1996, 24, 125-155.	1.1	30
25	Student communities for the advancement of knowledge. Communications of the ACM, 1996, 39, 36-37.	3.3	300
26	Constructive Learning from Texts in Biology. , 1996, , 44-64.		10
27	Implications of postmodernism for science, or, science as progressive discourse. Educational Psychologist, 1994, 29, 3-12.	4.7	199
28	Computer Support for Knowledge-Building Communities. Journal of the Learning Sciences, 1994, 3, 265-283.	2.0	1,296
29	Constructive Activity in Learning From Text. American Educational Research Journal, 1992, 29, 97-118.	1.6	78
30	Text-Based and Knowledge Based Questioning by Children. Cognition and Instruction, 1992, 9, 177-199.	1.9	176
31	Referent-centred and problem-centred knowledge: Elements of an educational epistemology. Interchange, 1992, 23, 337-361.	1.0	36
32	Two models of classroom learning using a communal database. NATO ASI Series Series F: Computer and System Sciences, 1992, , 229-241.	0.3	3
33	Three Levels of Goal Orientation in Learning. Journal of the Learning Sciences, 1991, 1, 243-271.	2.0	46
34	Making Reading More Difficult: A Degraded Text Microworld for Teaching Reading Comprehension Strategies. Cognition and Instruction, 1991, 8, 181-206.	1.9	13
35	Higher Levels of Agency for Children in Knowledge Building: A Challenge for the Design of New Knowledge Media. Journal of the Learning Sciences, 1991, 1, 37-68.	2.0	559
36	Three Levels of Goal Orientation in Learning. Journal of the Learning Sciences, 1991, 1, 243-271.	2.0	15

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37	Aspects of an Educational Learning Theory. Review of Educational Research, 1990, 60, 603-624.	4.3	118
38	Computer-Supported Intentional Learning Environments. Journal of Educational Computing Research, 1989, 5, 51-68.	3.6	385
39	When weak explanations prevail. Behavioral and Brain Sciences, 1989, 12, 468-469.	0.4	1
40	Cognitive operations in constructing main points in written composition. Journal of Memory and Language, 1988, 27, 261-278.	1.1	88
41	An Attainable Version of High Literacy: Approaches to Teaching Higher-Order Skills in Reading and Writing. Curriculum Inquiry, 1987, 17, 9-30.	0.8	83
42	An Attainable Version of High Literacy: Approaches to Teaching Higher-Order Skills in Reading and Writing. Curriculum Inquiry, 1987, 17, 9.	0.8	26
43	The Reading Comprehension Lesson: A Commentary on Heap's Ethnomethodological Analysis. Curriculum Inquiry, 1986, 16, 65-72.	0.8	6
44	Levels of Inquiry into the Nature of Expertise in Writing. Review of Research in Education, 1986, 13, 259.	0.8	3
45	Chapter 8: Levels of Inquiry into the Nature of Expertise in Writing. Review of Research in Education, 1986, 13, 259-282.	0.8	7
46	Toward a Solution of the Learning Paradox. Review of Educational Research, 1985, 55, 201-226.	4.3	278
47	Use of Thinking Aloud in Identification and Teaching of Reading Comprehension Strategies. Cognition and Instruction, 1985, 2, 131-156.	1.9	231
48	Learning about Writing from Reading. Written Communication, 1984, 1, 163-188.	0.7	40
49	From behaviourism to cognitive behaviourism to cognitive development: Steps in the evolution of instructional design. Instructional Science, 1984, 13, 141-158.	1.1	64
50	Teachability of Reflective Processes in Written Composition. Cognitive Science, 1984, 8, 173-190.	0.8	211
51	Story grammar as knowledge. Behavioral and Brain Sciences, 1983, 6, 593.	0.4	0
52	Assimilative Processes in Composition Planning. Educational Psychologist, 1982, 17, 165-171.	4.7	28