

Anat Zohar

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/12202710/publications.pdf>

Version: 2024-02-01

48
papers

3,885
citations

201385

27
h-index

243296

44
g-index

49
all docs

49
docs citations

49
times ranked

1999
citing authors

#	ARTICLE	IF	CITATIONS
1	Fostering students' knowledge and argumentation skills through dilemmas in human genetics. <i>Journal of Research in Science Teaching</i> , 2002, 39, 35-62.	2.0	898
2	Higher Order Thinking Skills and Low-Achieving Students: Are They Mutually Exclusive?. <i>Journal of the Learning Sciences</i> , 2003, 12, 145-181.	2.0	347
3	Strategies of Knowledge Acquisition. <i>Monographs of the Society for Research in Child Development</i> , 1995, 60, i.	6.8	275
4	A review of research on metacognition in science education: current and future directions. <i>Studies in Science Education</i> , 2013, 49, 121-169.	3.4	213
5	Teachers'™ beliefs about low-achieving students and higher order thinking. <i>Teaching and Teacher Education</i> , 2001, 17, 469-485.	1.6	177
6	Epistemic Thinking in Action: Evaluating and Integrating Online Sources. <i>Cognition and Instruction</i> , 2012, 30, 39-85.	1.9	167
7	Anthropomorphism and teleology in reasoning about biological phenomena. <i>Science Education</i> , 1991, 75, 57-67.	1.8	143
8	Her physics, his physics: Gender issues in Israeli advanced placement physics classes. <i>International Journal of Science Education</i> , 2003, 25, 245-268.	1.0	121
9	The effects of explicit teaching of metastrategic knowledge on low- and high-achieving students. <i>Learning and Instruction</i> , 2008, 18, 337-353.	1.9	112
10	Explicit teaching of meta-strategic knowledge in authentic classroom situations. <i>Metacognition and Learning</i> , 2008, 3, 59-82.	1.3	106
11	Lifting the taboo regarding teleology and anthropomorphism in biology education? Heretical suggestions. <i>Science Education</i> , 1998, 82, 679-697.	1.8	96
12	Reconsidering Personal Epistemology as Metacognition: A Multifaceted Approach to the Analysis of Epistemic Thinking. <i>Educational Psychologist</i> , 2014, 49, 13-35.	4.7	94
13	Higher Order Thinking in Science Classrooms: Students'™ Learning and Teachers'™ Professional Development. , 2004, , .		94
14	Teachers'™ metacognitive knowledge and the instruction of higher order thinking. <i>Teaching and Teacher Education</i> , 1999, 15, 413-429.	1.6	93
15	The Nature and Development of Teachers' Metastrategic Knowledge in the Context of Teaching Higher Order Thinking. <i>Journal of the Learning Sciences</i> , 2006, 15, 331-377.	2.0	76
16	The effect of the biology critical thinking project on the development of critical thinking. <i>Journal of Research in Science Teaching</i> , 1994, 31, 183-196.	2.0	67
17	Assessing Teachers'™ Pedagogical Knowledge in the Context of Teaching Higher Order Thinking. <i>International Journal of Science Education</i> , 2005, 27, 1595-1620.	1.0	66
18	Paving a clear path in a thick forest: a conceptual analysis of a metacognitive component. <i>Metacognition and Learning</i> , 2009, 4, 177-195.	1.3	60

#	ARTICLE	IF	CITATIONS
19	Contribution of Meta-strategic Knowledge to Scientific Inquiry Learning. International Journal of Science Education, 2009, 31, 1657-1682.	1.0	58
20	School autonomy and 21st century skills in the Israeli educational system. International Journal of Educational Management, 2016, 30, 1231-1246.	0.9	52
21	Science Teacher Education and Professional Development in Argumentation. Science & Technology Education Library, 2007, , 245-268.	0.7	50
22	Elements of Teachers' Pedagogical Knowledge Regarding Instruction of Higher Order Thinking. Journal of Science Teacher Education, 2004, 15, 293-312.	1.4	47
23	Exploring the effects of cognitive conflict and direct teaching for students of different academic levels. Journal of Research in Science Teaching, 2005, 42, 829-855.	2.0	46
24	Physics teachers' knowledge and beliefs regarding girls' low participation rates in advanced physics classes. International Journal of Science Education, 2005, 27, 61-77.	1.0	40
25	Challenges in wide scale implementation efforts to foster higher order thinking (HOT) in science education across a whole school system. Thinking Skills and Creativity, 2013, 10, 233-249.	1.9	37
26	Positioning thinking within national curriculum and assessment systems: Perspectives from Israel, New Zealand and Northern Ireland. Thinking Skills and Creativity, 2012, 7, 134-143.	1.9	34
27	Connected Knowledge in Science and Mathematics Education. International Journal of Science Education, 2006, 28, 1579-1599.	1.0	32
28	Teaching thinking on a national scale: Israel's pedagogical horizons. Thinking Skills and Creativity, 2008, 3, 77-81.	1.9	32
29	Large scale implementation of higher order thinking (HOT) in civic education: The interplay of policy, politics, pedagogical leadership and detailed pedagogical planning. Thinking Skills and Creativity, 2016, 21, 85-96.	1.9	29
30	Reasoning about Interactions between Variables. Journal of Research in Science Teaching, 1995, 32, 1039-1063.	2.0	25
31	Raising test scores vs. teaching higher order thinking (HOT): senior science teachers'™ views on how several concurrent policies affect classroom practices. Research in Science and Technological Education, 2018, 36, 243-260.	1.4	24
32	Explicit Teaching of Metastrategic Knowledge: Definitions, Students'™ Learning, and Teachers'™ Professional Development. Contemporary Trends and Issues in Science Education, 2012, , 197-223.	0.2	23
33	Incorporating Critical Thinking Into a Regular High School Biology Curriculum. School Science and Mathematics, 1993, 93, 136-140.	0.5	22
34	Teaching a thinking strategy: Transfer across domains and self learning versus class-like setting. Applied Cognitive Psychology, 1994, 8, 549-563.	0.9	21
35	Transfer and Retention of Reasoning Strategies Taught in Biological Contexts. Research in Science and Technological Education, 1996, 14, 205-219.	1.4	17
36	Gender and Performance in Mathematical Tasks: Does the Context Make a Difference?. International Journal of Science and Mathematics Education, 2008, 6, 677-693.	1.5	16

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37	How does information technology shape thinking?. Thinking Skills and Creativity, 2006, 1, 130-145.	1.9	13
38	Assessing students' difficulties in causal reasoning in biology—a diagnostic instrument. Journal of Biological Education, 1991, 25, 302-307.	0.8	9
39	The intersection of gender and culture in argumentative writing. International Journal of Science Education, 2021, 43, 969-990.	1.0	9
40	Challenges in Addressing Metacognition in Professional Development Programs in the Context of Instruction of Higher- Order Thinking. , 0, , .		8
41	Assessing the cognitive demands required of students in class discourse, homework assignments and tests. International Journal of Science Education, 1998, 20, 769-782.	1.0	6
42	Result or conclusion? Students' differentiation between experimental results and conclusions. Journal of Biological Education, 1998, 32, 53-59.	0.8	6
43	Higher Order Thinking in Science Teacher Education in Israel. , 2000, , 95-119.		6
44	From Yeshiva to Academia: The Argumentative Writing Characteristics of Ultra-Orthodox Male Students. Argumentation, 2021, 35, 457-481.	0.7	5
45	Lifting the taboo regarding teleology and anthropomorphism in biology education—Heretical suggestions. , 1998, 82, 679.		3
46	Lifting the taboo regarding teleology and anthropomorphism in biology education—Heretical suggestions. , 1998, 82, 679.		2
47	Is information acquisition still important in the information age?. Education and Information Technologies, 2008, 13, 35-53.	3.5	1
48	Wide-Scale Implementation Through Capacity Building of Senior Leaders: The Case of Teaching Thinking in Israeli Schools. Education Innovation Series, 2019, , 41-63.	0.3	1