

Anat Zohar

List of Publications by Year in descending order

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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	From Yeshiva to Academia: The Argumentative Writing Characteristics of Ultra-Orthodox Male Students. <i>Argumentation</i> , 2021, 35, 457-481.	0.7	5
2	The intersection of gender and culture in argumentative writing. <i>International Journal of Science Education</i> , 2021, 43, 969-990.	1.0	9
3	Wide-Scale Implementation Through Capacity Building of Senior Leaders: The Case of Teaching Thinking in Israeli Schools. <i>Education Innovation Series</i> , 2019, , 41-63.	0.3	1
4	Raising test scores vs. teaching higher order thinking (HOT): senior science teachers's views on how several concurrent policies affect classroom practices. <i>Research in Science and Technological Education</i> , 2018, 36, 243-260.	1.4	24
5	Large scale implementation of higher order thinking (HOT) in civic education: The interplay of policy, politics, pedagogical leadership and detailed pedagogical planning. <i>Thinking Skills and Creativity</i> , 2016, 21, 85-96.	1.9	29
6	School autonomy and 21st century skills in the Israeli educational system. <i>International Journal of Educational Management</i> , 2016, 30, 1231-1246.	0.9	52
7	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
8	Challenges in wide scale implementation efforts to foster higher order thinking (HOT) in science education across a whole school system. <i>Thinking Skills and Creativity</i> , 2013, 10, 233-249.	1.9	37
9	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
10	Explicit Teaching of Metastrategic Knowledge: Definitions, Students's Learning, and Teachers's Professional Development. <i>Contemporary Trends and Issues in Science Education</i> , 2012, , 197-223.	0.2	23
11	Epistemic Thinking in Action: Evaluating and Integrating Online Sources. <i>Cognition and Instruction</i> , 2012, 30, 39-85.	1.9	167
12	Positioning thinking within national curriculum and assessment systems: Perspectives from Israel, New Zealand and Northern Ireland. <i>Thinking Skills and Creativity</i> , 2012, 7, 134-143.	1.9	34
13	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
14	Contribution of Meta-strategic Knowledge to Scientific Inquiry Learning. <i>International Journal of Science Education</i> , 2009, 31, 1657-1682.	1.0	58
15	Is information acquisition still important in the information age?. <i>Education and Information Technologies</i> , 2008, 13, 35-53.	3.5	1
16	Gender and Performance in Mathematical Tasks: Does the Context Make a Difference?. <i>International Journal of Science and Mathematics Education</i> , 2008, 6, 677-693.	1.5	16
17	Explicit teaching of meta-strategic knowledge in authentic classroom situations. <i>Metacognition and Learning</i> , 2008, 3, 59-82.	1.3	106
18	Teaching thinking on a national scale: Israel's pedagogical horizons. <i>Thinking Skills and Creativity</i> , 2008, 3, 77-81.	1.9	32

#	ARTICLE	IF	CITATIONS
19	The effects of explicit teaching of metastrategic knowledge on low- and high-achieving students. Learning and Instruction, 2008, 18, 337-353.	1.9	112
20	Science Teacher Education and Professional Development in Argumentation. Science & Technology Education Library, 2007, , 245-268.	0.7	50
21	Connected Knowledge in Science and Mathematics Education. International Journal of Science Education, 2006, 28, 1579-1599.	1.0	32
22	How does information technology shape thinking?. Thinking Skills and Creativity, 2006, 1, 130-145.	1.9	13
23	The Nature and Development of Teachers' Metastrategic Knowledge in the Context of Teaching Higher Order Thinking. Journal of the Learning Sciences, 2006, 15, 331-377.	2.0	76
24	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
25	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
26	Assessing Teachers'™ Pedagogical Knowledge in the Context of Teaching Higher™order Thinking. International Journal of Science Education, 2005, 27, 1595-1620.	1.0	66
27	Elements of Teachers' Pedagogical Knowledge Regarding Instruction of Higher Order Thinking. Journal of Science Teacher Education, 2004, 15, 293-312.	1.4	47
28	Higher Order Thinking in Science Classrooms: Students™ Learning and Teachers™ Professional Development. , 2004, , .		94
29	Her physics, his physics: Gender issues in Israeli advanced placement physics classes. International Journal of Science Education, 2003, 25, 245-268.	1.0	121
30	Higher Order Thinking Skills and Low-Achieving Students: Are They Mutually Exclusive?. Journal of the Learning Sciences, 2003, 12, 145-181.	2.0	347
31	Fostering students' knowledge and argumentation skills through dilemmas in human genetics. Journal of Research in Science Teaching, 2002, 39, 35-62.	2.0	898
32	Teachers™ beliefs about low-achieving students and higher order thinking. Teaching and Teacher Education, 2001, 17, 469-485.	1.6	177
33	Higher Order Thinking in Science Teacher Education in Israel. , 2000, , 95-119.		6
34	Teachers™ metacognitive knowledge and the instruction of higher order thinking. Teaching and Teacher Education, 1999, 15, 413-429.	1.6	93
35	Lifting the taboo regarding teleology and anthropomorphism in biology education?Heretical suggestions. Science Education, 1998, 82, 679-697.	1.8	96
36	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

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37	Result or conclusion? Students' differentiation between experimental results and conclusions. Journal of Biological Education, 1998, 32, 53-59.	0.8	6
38	Lifting the taboo regarding teleology and anthropomorphism in biology educationâ€”Heretical suggestions. , 1998, 82, 679.		3
39	Lifting the taboo regarding teleology and anthropomorphism in biology educationâ€”Heretical suggestions. , 1998, 82, 679.		2
40	Transfer and Retention of Reasoning Strategies Taught in Biological Contexts. Research in Science and Technological Education, 1996, 14, 205-219.	1.4	17
41	Reasoning about Interactions between Variables. Journal of Research in Science Teaching, 1995, 32, 1039-1063.	2.0	25
42	Strategies of Knowledge Acquisition. Monographs of the Society for Research in Child Development, 1995, 60, i.	6.8	275
43	The effect of the biology critical thinking project on the development of critical thinking. Journal of Research in Science Teaching, 1994, 31, 183-196.	2.0	67
44	Teaching a thinking strategy: Transfer across domains and self learning versus class-like setting. Applied Cognitive Psychology, 1994, 8, 549-563.	0.9	21
45	Incorporating Critical Thinking Into a Regular High School Biology Curriculum. School Science and Mathematics, 1993, 93, 136-140.	0.5	22
46	Anthropomorphism and teleology in reasoning about biological phenomena. Science Education, 1991, 75, 57-67.	1.8	143
47	Assessing students' difficulties in causal reasoning in biologyâ€”a diagnostic instrument. Journal of Biological Education, 1991, 25, 302-307.	0.8	9
48	Challenges in Addressing Metacognition in Professional Development Programs in the Context of Instruction of Higher- Order Thinking. , 0, , .		8