

Jonathan F Osborne

List of Publications by Year in descending order

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Version: 2024-02-01

81
papers

15,114
citations

50170

46
h-index

66788

78
g-index

84
all docs

84
docs citations

84
times ranked

5526
citing authors

#	ARTICLE	IF	CITATIONS
1	PISA 2015: What Can Science Education Learn from the Data?. Contributions From Science Education Research, 2021, , 73-90.	0.4	0
2	Teacher Facilitation of Elementary Science Discourse after a Professional Development Initiative. Elementary School Journal, 2021, 121, 561-585.	0.9	4
3	Policy and Pedagogy: International Reform and Design Challenges for Science and STEM Education. Contributions From Science Education Research, 2021, , 59-72.	0.4	1
4	How Might the Next Generation Science Standards Support Styles of Scientific Reasoning in Biology?. American Biology Teacher, 2020, 82, 579-583.	0.1	2
5	Not "hands on" but "minds on": A response to Furtak and Penuel. Science Education, 2019, 103, 1280-1283.	1.8	29
6	A response to Saleh et al.: The wrong call to action. Journal of Research in Science Teaching, 2019, 56, 529-531.	2.0	2
7	Impacts of a Practice-Based Professional Development Program on Elementary Teachers' Facilitation of and Student Engagement With Scientific Argumentation. American Educational Research Journal, 2019, 56, 1067-1112.	1.6	67
8	Toward a more coherent model for science education than the crosscutting concepts of the next generation science standards: The affordances of styles of reasoning. Journal of Research in Science Teaching, 2018, 55, 962-981.	2.0	46
9	Learning from professional development: a case study of the challenges of enacting productive science discourse in the classroom. Professional Development in Education, 2018, 44, 721-737.	1.7	19
10	Reading for meaning: The foundational knowledge every teacher of science should have. International Journal of Science Education, 2018, 40, 291-307.	1.0	22
11	A Practice-Based Professional Development Program to Support Scientific Argumentation From Evidence in the Elementary Classroom. Journal of Science Teacher Education, 2017, 28, 222-249.	1.4	31
12	Going Beyond the Consensus View: A Response. Canadian Journal of Science, Mathematics and Technology Education, 2017, 17, 53-57.	0.6	12
13	Factual accuracy and the cultural context of science in popular media: Perspectives of media makers, middle school students, and university students on an entertainment television program. Public Understanding of Science, 2017, 26, 596-611.	1.6	10
14	Styles of Scientific Reasoning: A Cultural Rationale for Science Education?. Science Education, 2017, 101, 8-31.	1.8	131
15	Science-Related Outcomes: Attitudes, Motivation, Value Beliefs, Strategies. Methodology of Educational Measurement and Assessment, 2016, , 301-329.	0.4	13
16	The development and validation of a learning progression for argumentation in science. Journal of Research in Science Teaching, 2016, 53, 821-846.	2.0	158
17	Learning to Read Science. Science Scope (Washington, D C), 2016, 040, .	0.1	3
18	Is Science for Us? Black Students' and Parents' Views of Science and Science Careers. Science Education, 2015, 99, 199-237.	1.8	117

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19	Beyond Construction: Five arguments for the role and value of critique in learning science. <i>International Journal of Science Education</i> , 2015, 37, 1668-1697.	1.0	77
20	Bridging science education and science communication research. <i>Journal of Research in Science Teaching</i> , 2015, 52, 135-144.	2.0	65
21	Analyzing Science Education in the United Kingdom: Taking a System-Wide Approach. <i>Science Education</i> , 2015, 99, 145-173.	1.8	34
22	Investigating the Function of Content and Argumentation Items in a Science Test: A Multidimensional Approach. <i>Journal of Applied Measurement</i> , 2015, 16, 171-92.	0.3	3
23	The science classroom as a site of epistemic talk: A case study of a teacher's attempts to teach science based on argument. <i>Journal of Research in Science Teaching</i> , 2014, 51, 1275-1300.	2.0	97
24	Revising the Economic Imperative for US STEM Education. <i>PLoS Biology</i> , 2014, 12, e1001760.	2.6	12
25	Science-related Aspirations Across the Primaryâ€“Secondary Divide: Evidence from two surveys in England. <i>International Journal of Science Education</i> , 2014, 36, 1609-1629.	1.0	92
26	Teaching Scientific Practices: Meeting the Challenge of Change. <i>Journal of Science Teacher Education</i> , 2014, 25, 177-196.	1.4	348
27	Nerdy, Brainy and Normal: Childrenâ€™s and Parentsâ€™ Constructions of Those Who Are Highly Engaged with Science. <i>Research in Science Education</i> , 2013, 43, 1455-1476.	1.4	85
28	The 21st century challenge for science education: Assessing scientific reasoning. <i>Thinking Skills and Creativity</i> , 2013, 10, 265-279.	1.9	99
29	Young Children's Aspirations in Science: The unequivocal, the uncertain and the unthinkable. <i>International Journal of Science Education</i> , 2013, 35, 1037-1063.	1.0	160
30	Bourdieu's notion of cultural capital and its implications for the science curriculum. <i>Science Education</i> , 2013, 97, 58-79.	1.8	59
31	Exploring young students' collaborative argumentation within a socioscientific issue. <i>Journal of Research in Science Teaching</i> , 2013, 50, 209-237.	2.0	158
32	Learning to argue: A study of four schools and their attempt to develop the use of argumentation as a common instructional practice and its impact on students. <i>Journal of Research in Science Teaching</i> , 2013, 50, 315-347.	2.0	169
33	â€“Not girly, not sexy, not glamorousâ€”: primary school girlsâ€™ and parentsâ€™ constructions of science aspirations. <i>Pedagogy, Culture and Society</i> , 2013, 21, 171-194.	1.8	182
34	Science Aspirations, Capital, and Family Habitus. <i>American Educational Research Journal</i> , 2012, 49, 881-908.	1.6	380
35	â€œBalancing actsâ€: Elementary school girls' negotiations of femininity, achievement, and science. <i>Science Education</i> , 2012, 96, 967-989.	1.8	150
36	â€“Should We Kill the Grey Squirrels?â€ A Study Exploring Studentsâ€™ Justifications and Decision-Making. <i>International Journal of Science Education</i> , 2012, 34, 401-428.	1.0	91

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37	Authors' response to "For whom is argument and explanation a necessary distinction? A response to Osborne and Patterson" by Berland and McNeill. <i>Science Education</i> , 2012, 96, 814-817.	1.8	19
38	HIGH ASPIRATIONS BUT LOW PROGRESSION: THE SCIENCE ASPIRATIONS "CAREERS PARADOX AMONGST MINORITY ETHNIC STUDENTS. <i>International Journal of Science and Mathematics Education</i> , 2011, 9, 243-271.	1.5	100
39	Scientific argument and explanation: A necessary distinction?. <i>Science Education</i> , 2011, 95, 627-638.	1.8	218
40	Students' questions and discursive interaction: Their impact on argumentation during collaborative group discussions in science. <i>Journal of Research in Science Teaching</i> , 2010, 47, 883-908.	2.0	147
41	"Doing" science versus "being" a scientist: Examining 10/11 year old schoolchildren's constructions of science through the lens of identity. <i>Science Education</i> , 2010, 94, 617-639.	1.8	423
42	Supporting Argumentation Through Students' Questions: Case Studies in Science Classrooms. <i>Journal of the Learning Sciences</i> , 2010, 19, 230-284.	2.0	156
43	Recollections of Exhibits: Stimulated recall interviews with primary school children about science centre visits. <i>International Journal of Science Education</i> , 2010, 32, 1365-1388.	1.0	26
44	Arguing to Learn in Science: The Role of Collaborative, Critical Discourse. <i>Science</i> , 2010, 328, 463-466.	6.0	588
45	The Potential of Adapted Primary Literature (APL) for Learning: A Response. <i>Research in Science Education</i> , 2009, 39, 397-403.	1.4	9
46	The Role of Narrative in Communicating Science. <i>International Journal of Science Education</i> , 2009, 31, 1683-1707.	1.0	183
47	Research and Practice: A Complex Relationship?. , 2009, , 41-61.		13
48	Arguing to learn and learning to argue: Case studies of how students' argumentation relates to their scientific knowledge. <i>Journal of Research in Science Teaching</i> , 2008, 45, 101-131.	2.0	336
49	Research and practice in science education: a response to Traianou and Hammersley. <i>Oxford Review of Education</i> , 2008, 34, 483-488.	1.4	2
50	Students' questions: a potential resource for teaching and learning science. <i>Studies in Science Education</i> , 2008, 44, 1-39.	3.4	400
51	Supporting Teachers on Science-focused School Trips: Towards an integrated framework of theory and practice. <i>International Journal of Science Education</i> , 2007, 29, 685-710.	1.0	134
52	Learning to Teach Argumentation: Research and development in the science classroom. <i>International Journal of Science Education</i> , 2006, 28, 235-260.	1.0	475
53	Interaction and interactives: collaboration and participation with computer-based exhibits. <i>Public Understanding of Science</i> , 2005, 14, 91-101.	1.6	85
54	Evidence-based practice in science education: the researcher "user interface. <i>Research Papers in Education</i> , 2005, 20, 169-186.	1.7	35

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55	Teaching students 'ideas-about-science': Five dimensions of effective practice. <i>Science Education</i> , 2004, 88, 655-682.	1.8	153
56	TAPping into argumentation: Developments in the application of Toulmin's Argument Pattern for studying science discourse. <i>Science Education</i> , 2004, 88, 915-933.	1.8	855
57	Enhancing the quality of argumentation in school science. <i>Journal of Research in Science Teaching</i> , 2004, 41, 994-1020.	2.0	995
58	What 'ideas-about-science' should be taught in school science? A Delphi study of the expert community. <i>Journal of Research in Science Teaching</i> , 2003, 40, 692-720.	2.0	768
59	Attitudes towards science: A review of the literature and its implications. <i>International Journal of Science Education</i> , 2003, 25, 1049-1079.	1.0	1,982
60	Science Without Literacy: A ship without a sail?. <i>Cambridge Journal of Education</i> , 2002, 32, 203-218.	1.6	140
61	Supporting and Promoting Argumentation Discourse in Science Education. <i>Studies in Science Education</i> , 2002, 38, 39-72.	3.4	770
62	Pupils' views of the role and value of the science curriculum: A focus-group study. <i>International Journal of Science Education</i> , 2001, 23, 441-467.	1.0	391
63	Promoting argument in the science classroom: A rhetorical perspective. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2001, 1, 271-290.	0.6	30
64	Establishing the norms of scientific argumentation in classrooms. <i>Science Education</i> , 2000, 84, 287-312.	1.8	1,516
65	Meeting the Challenge of Change. <i>Studies in Science Education</i> , 2000, 35, 190-197.	3.4	1
66	The place of argumentation in the pedagogy of school science. <i>International Journal of Science Education</i> , 1999, 21, 553-576.	1.0	465
67	Poor performance in science among African students: An alternative explanation to the African worldview thesis. <i>Journal of Research in Science Teaching</i> , 1999, 36, 387-405.	2.0	22
68	Beyond 2000: science/biology education for the future. <i>Journal of Biological Education</i> , 1999, 33, 68-70.	0.8	32
69	The biological effects of ultraviolet radiation: a model for contemporary science education?. <i>Journal of Biological Education</i> , 1998, 33, 10-15.	0.8	10
70	Static not rising. <i>Physics World</i> , 1998, 11, 18-18.	0.0	3
71	Learning processes and collaborative concept mapping. <i>International Journal of Science Education</i> , 1997, 19, 1117-1135.	1.0	44
72	School visits to zoos and museums: a missed educational opportunity?. <i>International Journal of Science Education</i> , 1997, 19, 1039-1056.	1.0	55

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73	Placing the history and philosophy of science on the curriculum: A model for the development of pedagogy. <i>Science Education</i> , 1997, 81, 405-424.	1.8	268
74	Untying the Gordian Knot: diminishing the role of practical work. <i>Physics Education</i> , 1996, 31, 271-278.	0.3	7
75	Beyond constructivism. <i>Science Education</i> , 1996, 80, 53-82.	1.8	186
76	Primary Science: Past and Future Directions. <i>Studies in Science Education</i> , 1996, 27, 99-147.	3.4	75
77	Young children's (7-11) ideas about light and their development. <i>International Journal of Science Education</i> , 1993, 15, 83-93.	1.0	53
78	Sacred cows in physics - towards a redefinition of physics education. <i>Physics Education</i> , 1990, 25, 189-196.	0.3	12
79	New technology and Newtonian physics. <i>Physics Education</i> , 1987, 22, 360-364.	0.3	0
80	Micros in university physics. <i>Physics Education</i> , 1984, 19, 164-164.	0.3	0
81	Impact of Dialogic Argumentation Pedagogy on Grade 8 Students'™ Epistemic Knowledge of Science. , 0, , .		2