

Edward Price

List of Publications by Year in descending order

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20
papers

114
citations

1684188

5
h-index

1474206

9
g-index

20
all docs

20
docs citations

20
times ranked

71
citing authors

#	ARTICLE	IF	CITATIONS
1	Analyzing a faculty online learning community as a mechanism for supporting faculty implementation of a guided-inquiry curriculum. <i>International Journal of STEM Education</i> , 2021, 8, 17.	5.0	13
2	The Taxonomy of Opportunities to Learn (TxOTL): a tool for understanding the learning potential and substance of interactions in faculty (online) learning community meetings. <i>International Journal of STEM Education</i> , 2021, 8, 45.	5.0	3
3	Faculty persistence with research-based instructional strategies: a case study of participation in a faculty online learning community. <i>International Journal of STEM Education</i> , 2020, 7, .	5.0	9
4	Learning about teaching and learning while learning physics: An analysis of 15 years of responsive curriculum development. <i>Physical Review Physics Education Research</i> , 2020, 16, .	2.9	0
5	Design tactics in curriculum development: Examples from the Paradigms in Physics ring cycle. <i>Physical Review Physics Education Research</i> , 2020, 16, .	2.9	2
6	Developing and Sustaining Faculty-Driven, Curriculum-Centered Partnerships Between Two-Year Colleges and Four-Year Institutions. <i>Journal of College Science Teaching</i> , 2019, 48, 20-27.	0.4	5
7	Validity of peer grading using Calibrated Peer Review in a guided-inquiry, conceptual physics course. <i>Physical Review Physics Education Research</i> , 2016, 12, .	2.9	8
8	Arrows as anchors: An analysis of the material features of electric field vector arrows. <i>Physical Review Physics Education Research</i> , 2014, 10, .	1.7	21
9	Arrows as anchors: Conceptual blending and student use of electric field vector arrows. , 2013, , .		4
10	Supporting scientific writing and evaluation in a conceptual physics course with calibrated peer review. <i>AIP Conference Proceedings</i> , 2013, , .	0.4	4
11	Complex interactions between formative assessment, technology, and classroom practices. , 2012, , .		0
12	Graphical representations of vector functions in upper-division E&M. , 2012, , .		15
13	Developing the learning physical science curriculum: Adapting a small enrollment, laboratory and discussion based physical science course for large enrollments. <i>Physical Review Physics Education Research</i> , 2012, 8, .	1.7	12
14	Upper-Division Activities That Foster "Thinking Like A Physicist", 2010, , .		3
15	The Influence of Tablet PCs on Students'™ Use of Multiple Representations in Lab Reports. , 2009, , .		2
16	Archiving Student Solutions with Tablet PCs in a Discussion-based Introductory Physics Class. , 2008, , .		3
17	Characterization of Instructor and Student Use of Ubiquitous Presenter, a Presentation System Enabling Spontaneity and Digital Archiving. <i>AIP Conference Proceedings</i> , 2007, , .	0.4	4
18	Conversational norms in faculty communities enable and constrain opportunities to learn. , 0, , .		2

#	ARTICLE	IF	CITATIONS
19	Developing a conceptual assessment for a modular curriculum. , 0, , .		2
20	Confusion and representational practices as factors that sustain rich pedagogical discussions within faculty online learning communities. , 0, , .		2