

# Deanna Kuhn

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3027949/publications.pdf>

Version: 2024-02-01

60  
papers

6,636  
citations

136950

32  
h-index

138484

58  
g-index

62  
all docs

62  
docs citations

62  
times ranked

2833  
citing authors

#	ARTICLE	IF	CITATIONS
1	A Developmental Model of Critical Thinking. Educational Researcher, 1999, 28, 16-46.	5.4	661
2	Science as argument: Implications for teaching and learning scientific thinking. Science Education, 1993, 77, 319-337.	3.0	619
3	Metacognitive Development. Current Directions in Psychological Science, 2000, 9, 178-181.	5.3	479
4	Teaching and learning science as argument. Science Education, 2010, 94, 810-824.	3.0	299
5	How do People Know?. Psychological Science, 2001, 12, 1-8.	3.3	276
6	Microgenetic Study of Change: What Has It Told Us?. Psychological Science, 1995, 6, 133-139.	3.3	224
7	Dialogic Argumentation as a Vehicle for Developing Young Adolescents' Thinking. Psychological Science, 2011, 22, 545-552.	3.3	218
8	Direct instruction vs. discovery: The long view. Science Education, 2007, 91, 384-397.	3.0	215
9	Thinking Together and Alone. Educational Researcher, 2015, 44, 46-53.	5.4	197
10	The Development of Argumentive Discourse Skill. Discourse Processes, 2001, 32, 135-153.	1.8	182
11	Is Developing Scientific Thinking All About Learning to Control Variables?. Psychological Science, 2005, 16, 866-870.	3.3	180
12	Developing Norms of Argumentation: Metacognitive, Epistemological, and Social Dimensions of Developing Argumentive Competence. Cognition and Instruction, 2013, 31, 456-496.	2.9	145
13	Effects of Evidence on Attitudes: Is Polarization the Norm?. Psychological Science, 1996, 7, 115-120.	3.3	131
14	What Needs to Develop in the Development of Inquiry Skills?. Cognition and Instruction, 2008, 26, 512-559.	2.9	126
15	The Development of Argumentive Discourse Skill. Discourse Processes, 2001, 32, 135-153.	1.8	115
16	Do Children and Adults Learn Differently?. Journal of Cognition and Development, 2006, 7, 279-293.	1.3	95
17	Developing Dialogic Argumentation Skills: A 3-year Intervention Study. Journal of Cognition and Development, 2014, 15, 363-381.	1.3	92
18	The Development of Problem-Solving Strategies. Advances in Child Development and Behavior, 1982, 17, 1-44.	1.3	91

#	ARTICLE	IF	CITATIONS
19	Experimental analysis of the effective components of problem-based learning. <i>Science Education</i> , 2011, 95, 57-86.	3.0	79
20	Reasoning about multiple variables: Control of variables is not the only challenge. <i>Science Education</i> , 2007, 91, 710-726.	3.0	70
21	Critical Thinking as Discourse. <i>Human Development</i> , 2019, 62, 146-164.	2.0	70
22	Can Engaging in Science Practices Promote Deep Understanding of Them?. <i>Science Education</i> , 2017, 101, 232-250.	3.0	61
23	Tracing the Development of Argumentative Writing in a Discourse-Rich Context. <i>Written Communication</i> , 2016, 33, 92-121.	1.3	60
24	A Role for Reasoning in a Dialogic Approach to Critical Thinking. <i>Topoi</i> , 2018, 37, 121-128.	1.3	58
25	Are self-explanations always beneficial?. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 386-394.	1.4	53
26	Self-directed activity and cognitive development. <i>Journal of Applied Developmental Psychology</i> , 1980, 1, 119-133.	1.7	48
27	Argumentation as core curriculum. <i>Learning: Research and Practice</i> , 2015, 1, 66-78.	0.4	48
28	A Dialogic Path to Evidence-Based Argumentative Writing. <i>Journal of the Learning Sciences</i> , 2017, 26, 575-607.	2.9	46
29	Developing multivariable thinkers. <i>Cognitive Development</i> , 2015, 35, 92-110.	1.3	43
30	Cognitive engagement and attitude development. <i>Cognitive Development</i> , 2002, 17, 1203-1217.	1.3	37
31	Coordinating the effects of multiple variables: A skill fundamental to scientific thinking. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 268-284.	1.4	37
32	The Importance of Learning About Knowing: Creating a Foundation for Development of Intellectual Values. <i>Child Development Perspectives</i> , 2009, 3, 112-117.	3.9	36
33	Learning by arguing. <i>Learning and Instruction</i> , 2019, 63, 101207.	3.2	35
34	Learning to argue via apprenticeship. <i>Journal of Experimental Child Psychology</i> , 2017, 159, 129-139.	1.4	31
35	The development of causal reasoning. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2012, 3, 327-335.	2.8	27
36	What Do Young Science Students Need to Learn About Variables?. <i>Science Education</i> , 2016, 100, 392-403.	3.0	26

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37	Solitary Discourse Is a Productive Activity. <i>Psychological Science</i> , 2017, 28, 578-586.	3.3	24
38	What Constitutes Skilled Argumentation and How Does it Develop?. <i>Informal Logic</i> , 2010, 29, 379.	0.5	22
39	Do reasoning limitations undermine discourse?. <i>Thinking and Reasoning</i> , 2018, 24, 97-116.	3.2	21
40	Contemplating the Opposition: Does a Personal Touch Matter?. <i>Discourse Processes</i> , 2020, 57, 343-359.	1.8	21
41	Social science as a tool in developing scientific thinking skills in underserved, low-achieving urban students. <i>Journal of Experimental Child Psychology</i> , 2016, 143, 154-161.	1.4	20
42	Developing Argumentation Strategies in Electronic Dialogs: Is Modeling Effective?. <i>Discourse Processes</i> , 2016, 53, 280-297.	1.8	20
43	Metacognition matters in many ways. <i>Educational Psychologist</i> , 2022, 57, 73-86.	9.0	19
44	Why Is Reconciling Divergent Views a Challenge?. <i>Current Directions in Psychological Science</i> , 2020, 29, 27-32.	5.3	18
45	Argumentation Theory in Education Studies: Coding and Improving Students' Argumentative Strategies. <i>Topoi</i> , 2015, 34, 523-537.	1.3	15
46	Cognitive regulation, not behavior regulation, predicts learning. <i>Learning and Instruction</i> , 2019, 60, 237-244.	3.2	14
47	Yes but: developing a critical stance toward evidence. <i>International Journal of Science Education</i> , 2021, 43, 1036-1053.	1.9	14
48	Do similar-ability peers regulate one another in a collaborative discourse activity?. <i>Cognitive Development</i> , 2018, 45, 68-76.	1.3	12
49	Is Reasoning a Fruitful Path to Changing Minds?. <i>Discourse Processes</i> , 2020, 57, 36-47.	1.8	12
50	Developing Norms of Discourse. , 2015, , 77-86.		11
51	Learning is the key twenty-first century skill. <i>Learning: Research and Practice</i> , 2016, 2, 88-99.	0.4	9
52	A cognitive cost of the need to achieve?. <i>Cognitive Development</i> , 2017, 44, 12-20.	1.3	9
53	Talking about group (but not individual) process aids group performance. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2020, 15, 179-192.	3.0	9
54	Realizing the full potential of individualizing learning. <i>Contemporary Educational Psychology</i> , 2021, 65, 101960.	2.9	9

#	ARTICLE	IF	CITATIONS
55	Engaging Contemporary Issues as Practice for Citizenship. <i>The Social Studies</i> , 2019, 110, 207-219.	0.7	8
56	How does discourse among like-minded individuals affect their thinking about a complex issue?. <i>Thinking and Reasoning</i> , 2019, 25, 365-382.	3.2	8
57	Choose Your Evidence. <i>Science and Education</i> , 2022, 31, 21-31.	2.7	8
58	Teaching and Learning by Questioning. , 2020, , 232-251.		6
59	Mere exposure to dialogic framing enriches argumentive thinking. <i>Applied Cognitive Psychology</i> , 2021, 35, 1349-1355.	1.6	5
60	How Might Argumentation Research Inform Discourse-Based Social Studies Education?. <i>The Social Studies</i> , 2022, 113, 264-270.	0.7	3