Deanna Kuhn

List of Publications by Year
in descending order

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	Choose Your Evidence. Science and Education, 2022, 31, 21-31.	2.7	8
2	Metacognition matters in many ways. Educational Psychologist, 2022, 57, 73-86.	9.0	19
3	How Might Argumentation Research Inform Discourse-Based Social Studies Education?. The Social Studies, 2022, 113, 264-270.	0.7	3
4	Yes but: developing a critical stance toward evidence. International Journal of Science Education, 2021, 43, 1036-1053.	1.9	14
5	Realizing the full potential of individualizing learning. Contemporary Educational Psychology, 2021, 65, 101960.	2.9	9
6	Mere exposure to dialogic framing enriches argumentive thinking. Applied Cognitive Psychology, 2021, 35, 1349-1355.	1.6	5
7	Is Reasoning a Fruitful Path to Changing Minds?. Discourse Processes, 2020, 57, 36-47.	1.8	12
8	Why Is Reconciling Divergent Views a Challenge?. Current Directions in Psychological Science, 2020, 29, 27-32.	5.3	18
9	Contemplating the Opposition: Does a Personal Touch Matter?. Discourse Processes, 2020, 57, 343-359.	1.8	21
10	Talking about group (but not individual) process aids group performance. International Journal of Computer-Supported Collaborative Learning, 2020, 15, 179-192.	3.0	9
11	Teaching and Learning by Questioning. , 2020, , 232-251.		6
12	Engaging Contemporary Issues as Practice for Citizenship. The Social Studies, 2019, 110, 207-219.	0.7	8
13	Learning by arguing. Learning and Instruction, 2019, 63, 101207.	3.2	35
14	Critical Thinking as Discourse. Human Development, 2019, 62, 146-164.	2.0	70
15	How does discourse among like-minded individuals affect their thinking about a complex issue?. Thinking and Reasoning, 2019, 25, 365-382.	3.2	8
16	Cognitive regulation, not behavior regulation, predicts learning. Learning and Instruction, 2019, 60, 237-244.	3.2	14
17	Do similar-ability peers regulate one another in a collaborative discourse activity?. Cognitive Development, 2018, 45, 68-76.	1.3	12
18	A Role for Reasoning in a Dialogic Approach to Critical Thinking. Topoi, 2018, 37, 121-128.	1.3	58

#	ARTICLE	IF	CITATIONS
19	Do reasoning limitations undermine discourse?. Thinking and Reasoning, 2018, 24, 97-116.	3.2	21
20	Can Engaging in Science Practices Promote Deep Understanding of Them?. Science Education, 2017, 101, 232-250.	3.0	61
21	A Dialogic Path to Evidence-Based Argumentive Writing. Journal of the Learning Sciences, 2017, 26, 575-607.	2.9	46
22	Learning to argue via apprenticeship. Journal of Experimental Child Psychology, 2017, 159, 129-139.	1.4	31
23	Solitary Discourse Is a Productive Activity. Psychological Science, 2017, 28, 578-586.	3.3	24
24	A cognitive cost of the need to achieve?. Cognitive Development, 2017, 44, 12-20.	1.3	9
25	Learning is the key twenty-first century skill. Learning: Research and Practice, 2016, 2, 88-99.	0.4	9
26	What Do Young Science Students Need to Learn About Variables?. Science Education, 2016, 100, 392-403.	3.0	26
27	Social science as a tool in developing scientific thinking skills in underserved, low-achieving urban students. Journal of Experimental Child Psychology, 2016, 143, 154-161.	1.4	20
28	Tracing the Development of Argumentive Writing in a Discourse-Rich Context. Written Communication, 2016, 33, 92-121.	1.3	60
29	Developing Argumentation Strategies in Electronic Dialogs: Is Modeling Effective?. Discourse Processes, 2016, 53, 280-297.	1.8	20
30	Argumentation Theory in Education Studies: Coding and Improving Students’ Argumentative Strategies. Topoi, 2015, 34, 523-537.	1.3	15
31	Thinking Together and Alone. Educational Researcher, 2015, 44, 46-53.	5.4	197
32	Argumentation as core curriculum. Learning: Research and Practice, 2015, 1, 66-78.	0.4	48
33	Developing multivariable thinkers. Cognitive Development, 2015, 35, 92-110.	1.3	43
34	Developing Norms of Discourse. , 2015, , 77-86.		11
35	Developing Dialogic Argumentation Skills: A 3-year Intervention Study. Journal of Cognition and Development, 2014, 15, 363-381.	1.3	92
36	Developing Norms of Argumentation: Metacognitive, Epistemological, and Social Dimensions of Developing Argumentive Competence. Cognition and Instruction, 2013, 31, 456-496.	2.9	145

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37	The development of causal reasoning. Wiley Interdisciplinary Reviews: Cognitive Science, 2012, 3, 327-335.	2.8	27
38	Dialogic Argumentation as a Vehicle for Developing Young Adolescents' Thinking. Psychological Science, 2011, 22, 545-552.	3.3	218
39	Experimental analysis of the effective components of problem‐based learning. Science Education, 2011, 95, 57-86.	3.0	79
40	Teaching and learning science as argument. Science Education, 2010, 94, 810-824.	3.0	299
41	What Constitutes Skilled Argumentation and How Does it Develop?. Informal Logic, 2010, 29, 379.	0.5	22
42	The Importance of Learning About Knowing: Creating a Foundation for Development of Intellectual Values. Child Development Perspectives, 2009, 3, 112-117.	3.9	36
43	Coordinating the effects of multiple variables: A skill fundamental to scientific thinking. Journal of Experimental Child Psychology, 2009, 103, 268-284.	1.4	37
44	Are self-explanations always beneficial?. Journal of Experimental Child Psychology, 2009, 103, 386-394.	1.4	53
45	What Needs to Develop in the Development of Inquiry Skills?. Cognition and Instruction, 2008, 26, 512-559.	2.9	126
46	Direct instruction vs. discovery: The long view. Science Education, 2007, 91, 384-397.	3.0	215
47	Reasoning about multiple variables: Control of variables is not the only challenge. Science Education, 2007, 91, 710-726.	3.0	70
48	Do Children and Adults Learn Differently?. Journal of Cognition and Development, 2006, 7, 279-293.	1.3	95
49	Is Developing Scientific Thinking All About Learning to Control Variables?. Psychological Science, 2005, 16, 866-870.	3.3	180
50	Cognitive engagement and attitude development. Cognitive Development, 2002, 17, 1203-1217.	1.3	37
51	The Development of Argumentive Discourse Skill. Discourse Processes, 2001, 32, 135-153.	1.8	182
52	How do People Know?. Psychological Science, 2001, 12, 1-8.	3.3	276
53	The Development of Argumentive Discourse Skill. Discourse Processes, 2001, 32, 135-153.	1.8	115
54	Metacognitive Development. Current Directions in Psychological Science, 2000, 9, 178-181.	5.3	479

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55	A Developmental Model of Critical Thinking. Educational Researcher, 1999, 28, 16-46.	5.4	661
56	Effects of Evidence on Attitudes: Is Polarization the Norm?. Psychological Science, 1996, 7, 115-120.	3.3	131
57	Microgenetic Study of Change: What Has It Told Us?. Psychological Science, 1995, 6, 133-139.	3.3	224
58	Science as argument: Implications for teaching and learning scientific thinking. Science Education, 1993, 77, 319-337.	3.0	619
59	The Development of Problem-Solving Strategies. Advances in Child Development and Behavior, 1982, 17, 1-44.	1.3	91
60	Self-directed activity and cognitive development. Journal of Applied Developmental Psychology, 1980, 1, 119-133.	1.7	48