

# Faik Ã-zgÃ¼r Karata

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3061470/publications.pdf>

Version: 2024-02-01

11  
papers

162  
citations

1478505

6  
h-index

1588992

8  
g-index

13  
all docs

13  
docs citations

13  
times ranked

132  
citing authors

#	ARTICLE	IF	CITATIONS
1	Sixth-Grade Studentsâ€™ Views of the Nature of Engineering and Images of Engineers. Journal of Science Education and Technology, 2011, 20, 123-135.	3.9	83
2	First-year engineering students' views of the nature of engineering: implications for engineering programmes. European Journal of Engineering Education, 2016, 41, 1-22.	2.3	35
3	Does a â€œScience, Technology and Social Changeâ€–Course Improve Scientific Habits of Mind and Attitudes towards Socioscientific Issues?. Australian Journal of Teacher Education, 2019, 44, 35-52.	0.6	10
4	Examining The Effects of Reflective Journals on Pre-service Science Teachers' General Chemistry Laboratory Achievement. Australian Journal of Teacher Education, 2015, 40, .	0.6	10
5	Pre-service chemistry teachers' competencies in the laboratory: a cross-grade study in solution preparation. Chemistry Education Research and Practice, 2016, 17, 100-110.	2.5	9
6	Long-term wear on outside walls of buildings by sulfur dioxide corrosion. Cement and Concrete Research, 2001, 31, 3-6.	11.0	8
7	The Investigation of Pre-service Science Teachersâ€™ Reflective Journals. Procedia, Social and Behavioral Sciences, 2014, 116, 3297-3302.	0.5	4
8	Teaching Chemistry with Analogies around the World: Views of Teachers from Four Countries. ACS Symposium Series, 2018, , 129-146.	0.5	2
9	Mentoring in-service chemistry teachers: acquirements as mentees. Reflective Practice, 2018, 19, 193-210.	1.4	0
10	Perception and Reality: Two Dimensions of Scientific Literacy Measures. Journal of Turkish Science Education, 0, , .	0.7	0
11	Representation of Nature of Science in Chemistry Textbooks: Employing Reconceptualized Family Resemblance Approach as a Framework. Hacettepe Egitim Dergisi, 0, , .	0.2	0