Brian J Reiser

List of Publications by Year
in descending order

47 papers	8,427 citations	186209 28 h-index	345118 36 g-index
52 all docs	52 docs citations	52 times ranked	4211 citing authors

#	ARTICLE	IF	CITATIONS
1	Connecting student interests and questions with science learning goals through project-based storylines. Disciplinary and Interdisciplinary Science Education Research, 2022, 4, .	1.6	10
2	Learning Practical Design Knowledge through Co-Designing Storyline Science Curriculum Units. Cognition and Instruction, 2022, 40, 148-170.	1.9	13
3	Scaffolding. , 2022, , 53-71.		1
4	Storyline Units: An Instructional Model to Support Coherence from the Students' Perspective. Journal of Science Teacher Education, 2021, 32, 805-829.	1.4	54
5	Developing Research-Based Instructional Materials to Support Large-Scale Transformation of Science Teaching and Learning: The Approach of the OpenSciEd Middle School Program. Journal of Science Teacher Education, 2021, 32, 780-804.	1.4	22
6	Identifying Essential Epistemic Heuristics for Guiding Mechanistic Reasoning in Science Learning. Journal of the Learning Sciences, 2019, 28, 160-205.	2.0	79
7	"We do not know what is the real story anymore": Curricular contextualization principles that support indigenous students in understanding natural selection. Journal of Research in Science Teaching, 2018, 55, 348-376.	2.0	19
8	Scaling Up Three-Dimensional Science Learning Through Teacher-Led Study Groups Across a State. Journal of Teacher Education, 2017, 68, 280-298.	2.0	38
9	Epistemologies in practice: Making scientific practices meaningful for students. Journal of Research in Science Teaching, 2016, 53, 1082-1112.	2.0	301
10	Assessing the role of curriculum coherence in student learning about energy. Journal of Research in Science Teaching, 2015, 52, 1408-1425.	2.0	51
11	Scaffolding. , 2014, , 44-62.		82
12	Classroom communities' adaptations of the practice of scientific argumentation. Science Education, 2011, 95, 191-216.	1.8	189
13	Software-realized inquiry support for cultivating a disciplinary stance. Contemporary Discourses of Hate and Radicalism Across Space and Genres, 2011, , 133-181.	0.0	0
14	Developing a learning progression for scientific modeling: Making scientific modeling accessible and meaningful for learners. Journal of Research in Science Teaching, 2009, 46, 632-654.	2.0	785
15	Making sense of argumentation and explanation. Science Education, 2009, 93, 26-55.	1.8	465
16	Learning-goals-driven design model: Developing curriculum materials that align with national standards and incorporate project-based pedagogy. Science Education, 2008, 92, 1-32.	1.8	242
17	The IQWST Experience: Using Coherence as a Design Principle for a Middle School Science Curriculum. Elementary School Journal, 2008, 109, 199-219.	0.9	55
18	Software-realized inquiry support for cultivating a disciplinary stance. Pragmatics and Cognition, 2008, 16, 307-355.	0.2	23

#	ARTICLE	IF	CITATIONS
19	Reasoning across ontologically distinct levels: Students' understandings of molecular genetics. Journal of Research in Science Teaching, 2007, 44, 938-959.	2.0	197
20	Making Authentic Practices Accessible to Learners. , 2005, , 335-354.		20
21	Explaining Behavior Through Observational Investigation and Theory Articulation. Journal of the Learning Sciences, 2005, 14, 315-360.	2.0	55
22	Scaffolding Analysis: Extending the Scaffolding Metaphor to Learning Artifacts. Journal of the Learning Sciences, 2004, 13, 387-421.	2.0	68
23	A Scaffolding Design Framework for Software to Support Science Inquiry. Journal of the Learning Sciences, 2004, 13, 337-386.	2.0	716
24	Explanation-driven inquiry: Integrating conceptual and epistemic scaffolds for scientific inquiry. Science Education, 2004, 88, 345-372.	1.8	486
25	Scaffolding Complex Learning: The Mechanisms of Structuring and Problematizing Student Work. Journal of the Learning Sciences, 2004, 13, 273-304.	2.0	692
26	Policy Implementation and Cognition: Reframing and Refocusing Implementation Research. Review of Educational Research, 2002, 72, 387-431.	4.3	1,093
27	Reflective inquiry. , 2002, , .		6
28	The progress portfolio. , 1998, , .		18
29	National Geographic unplugged. , 1998, , .		19
30	What should a wildebeest say? Interactive nature films for high school classrooms. , 1997, , .		14
31	Complementary roles of software-based scaffolding and teacher-student interactions in inquiry learning. , 1997, , .		25
32	Combining general and domain-specific strategic support for biological inquiry. Lecture Notes in Computer Science, 1996, , 288-296.	1.0	36
33	Supporting collaborative guided inquiry in a learning environment for biology. , 1995, , .		6
34	Tutoring: Guided Learning by Doing. Cognition and Instruction, 1995, 13, 315-372.	1.9	93
35	Effective Tutoring Techniques: A Comparison of Human Tutors and Intelligent Tutoring Systems. Journal of the Learning Sciences, 1992, 2, 277-305.	2.0	187
36	Making processes visible: Scaffolding learning with reasoning-congruent representations. Lecture Notes in Computer Science, 1992, , 103-110.	1.0	16

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37	Problem Solving and Explanation in Intelligent Tutoring Systems: Issues for Future Research. , 1992, , 199-210.		0
38	Strategic memory search processes. , 1986, , 100-121.		41
39	Thematic knowledge structures in the understanding and generation of narrativesâˆ—. Discourse Processes, 1985, 8, 357-389.	1.1	25
40	Knowledge structures in the organization and retrieval of autobiographical memories. Cognitive Psychology, 1985, 17, 89-137.	0.9	285
41	Intelligent Tutoring Systems. Science, 1985, 228, 456-462.	6.0	825
42	Some Empirical Justification for a Theory of Natural Propositional Logic. Psychology of Learning and Motivation - Advances in Research and Theory, 1984, , 313-371.	0.5	84
43	Generating visual images: Units and relations.. Journal of Experimental Psychology: General, 1983, 112, 278-303.	1.5	97
44	Generating visual images: Units and relations.. Journal of Experimental Psychology: General, 1983, 112, 278-303.	1.5	27
45	Processing and structural models of comprehension. Text & Talk, 1982, 2, .	0.3	33
46	What's the Point?*. Cognitive Science, 1982, 6, 255-275.	0.8	49
47	Visual images preserve metric spatial information: Evidence from studies of image scanning.. Journal of Experimental Psychology: Human Perception and Performance, 1978, 4, 47-60.	0.7	674