

Eduardo Fleury Mortimer

List of Publications by Year in descending order

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Version: 2024-02-01

59
papers

2,678
citations

516561

16
h-index

223716

46
g-index

61
all docs

61
docs citations

61
times ranked

1617
citing authors

#	ARTICLE	IF	CITATIONS
1	Constructing Scientific Knowledge in the Classroom. <i>Educational Researcher</i> , 1994, 23, 5-12.	3.3	1,043
2	The tension between authoritative and dialogic discourse: A fundamental characteristic of meaning making interactions in high school science lessons. <i>Science Education</i> , 2006, 90, 605-631.	1.8	485
3	Conceptual change or Conceptual Profile change?. <i>Science and Education</i> , 1995, 4, 267-285.	1.7	223
4	Pedagogical link-making: a fundamental aspect of teaching and learning scientific conceptual knowledge. <i>Studies in Science Education</i> , 2011, 47, 3-36.	3.4	100
5	Uma análise de pressupostos teóricos da abordagem C-T-S (Ciência - Tecnologia - Sociedade) no contexto da educação brasileira. <i>Ensaio Pesquisa Em Educação Em Ciências</i> , 2000, 2, 110-132.	0.4	82
6	Multicultural education, pragmatism, and the goals of science teaching. <i>Cultural Studies of Science Education</i> , 2007, 2, 657-702.	0.9	79
7	Multivoicedness and univocality in classroom discourse: an example from theory of matter. <i>International Journal of Science Education</i> , 1998, 20, 67-82.	1.0	76
8	Tomada de decisão para ação social responsável no ensino de ciências. <i>Ciência & Educação</i> , 2001, 7, 95-111.	0.4	67
9	How emotions shape the relationship between a chemistry teacher and her high school students. <i>International Journal of Science Education</i> , 2003, 25, 1095-1110.	1.0	47
10	Learning from and responding to students' questions: The authoritative and dialogic tension. <i>Journal of Research in Science Teaching</i> , 2010, 47, 174-193.	2.0	46
11	A proposta curricular de química do Estado de Minas Gerais: fundamentos e pressupostos. <i>Química Nova</i> , 2000, 23, 273-283.	0.3	40
12	Anomalies and conflicts in classroom discourse. <i>Science Education</i> , 2000, 84, 429-444.	1.8	39
13	Dialogic/Authoritative Discourse and Modelling in a High School Teaching Sequence on Optics. <i>International Journal of Science Education</i> , 2008, 30, 1635-1660.	1.0	39
14	The Architecture and Dynamics of Intersubjectivity in Science Classrooms. <i>Mind, Culture, and Activity</i> , 2003, 10, 230-244.	1.1	32
15	Articulation of Conceptual Knowledge and Argumentation Practices by High School Students in Evolution Problems. <i>Science and Education</i> , 2010, 19, 573-598.	1.7	30
16	Meaning Making in High School Science Classrooms: A Framework for Analysing Meaning Making Interactions. , 2005, , 395-406.		19
17	Perfil Conceptual: formas de pensar y hablar en las clases de ciencias. <i>Infancia Y Aprendizaje</i> , 2001, 24, 475-490.	0.5	17
18	The use of social semiotic multimodality and joint action theory to describe teaching practices: two cases studies with experienced teachers. <i>Classroom Discourse</i> , 2020, 11, 229-251.	0.6	14

#	ARTICLE	IF	CITATIONS
19	The Multi-timescale, Multi-modal and Multi-perspectival Aspects of Classroom Discourse Analysis in Science Education. <i>Research in Science Education</i> , 2021, 51, 1-11.	1.4	14
20	The Heterogeneity of Discourse in Science Classrooms: The Conceptual Profile Approach. , 2012, , 231-246.		14
21	An International Perspective of Monitoring Educational Research Quality: Commonalities and Differences. , 2009, , 107-137.		13
22	Rhetoric and Science Education. , 2001, , 189-198.		12
23	Conceptual Profiles: Theoretical-Methodological Bases of a Research Program. <i>Contemporary Trends and Issues in Science Education</i> , 2014, , 3-33.	0.2	11
24	Science Education and Maxakali Tradition: Constructing Relationships in Search of a Common World. <i>Creative Education</i> , 2017, 08, 1590-1606.	0.2	11
25	Using productive disciplinary engagement and epistemic practices to evaluate a traditional Brazilian high school chemistry classroom. <i>International Journal of Educational Research</i> , 2014, 64, 156-169.	1.2	10
26	Contrasting Stories of Inclusion/Exclusion in the Chemistry Classroom. <i>International Journal of Science Education</i> , 2011, 33, 747-772.	1.0	8
27	The Use of Different Translation Devices to Analyze Knowledge-Building in a University Chemistry Classroom. <i>Research in Science Education</i> , 2021, 51, 135-152.	1.4	8
28	Un perfil conceptual para entropía y espontaneidad. Una caracterización de las formas de pensar y hablar en el aula de Química. <i>Educacion Quimica</i> , 2018, 15, 218.	0.1	8
29	Conceptual Profile of Substance. <i>Science and Education</i> , 2020, 29, 1317-1360.	1.7	7
30	Teachers' Conceptions about the Origin of Humans in the Context of Three Latin American Countries with Different Forms and Degrees of Secularism. <i>Science and Education</i> , 2020, 29, 691-711.	1.7	6
31	Fatores que tornam o professor de Ensino Superior bem-sucedido: analisando um caso. <i>Ciência & Educação</i> , 2014, 20, 259-278.	0.4	6
32	Transformação da Ação Mediada a partir da Ressignificação do Uso de Objetos Mediadores em Aulas do Ensino Superior. <i>Revista Brasileira De Pesquisa Em Educação Em Ciências</i> , 0, , 251-274.	0.0	6
33	A constituição das interações em sala de aula e o uso do livro didático: análise de uma prática de letramento no primeiro ciclo. <i>Revista Brasileira De Educacao</i> , 2004, , 18-29.	0.4	5
34	The Epistemological Grounds of the Conceptual Profile Theory. <i>Contemporary Trends and Issues in Science Education</i> , 2014, , 35-65.	0.2	5
35	Histórias sociais e singulares de inclusão: exclusão na aula de química. <i>Cadernos De Pesquisa</i> , 2008, 38, 237-266.	0.3	4
36	Conceptual Profiles: Theoretical-methodological Grounds and Empirical Studies. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 167, 15-22.	0.5	4

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37	As aulas de graduação em uma universidade pública federal: planejamento, estratégias didáticas e engajamento dos estudantes. Revista Brasileira De Educacao, 2017, 22, 625-650.	0.4	4
38	Forum: A sociocultural perspective on mediated activity in third grade science. Cultural Studies of Science Education, 2007, 1, 497-515.	0.9	3
39	A Conceptual Profile of Entropy and Spontaneity: Characterising Modes of Thinking and Ways of Speaking in the Classroom. Contemporary Trends and Issues in Science Education, 2014, , 201-234.	0.2	3
40	Thinking and Speaking: On Units of Analysis and Its Role in Meaning Making. Cultural Studies of Science Education, 2010, , 145-153.	0.2	3
41	Building a Profile for the Biological Concept of Life. Contemporary Trends and Issues in Science Education, 2014, , 115-142.	0.2	3
42	ONDAS SEMÂNTICAS E A DIMENSÃO EPISTÊMICA DO DISCURSO NA SALA DE AULA DE QUÍMICA. Investigações Em Ensino De Ciências, 2019, 24, 62.	0.0	3
43	Methodological Grounds of the Conceptual Profile Research Program. Contemporary Trends and Issues in Science Education, 2014, , 67-100.	0.2	3
44	UM ESTUDO SOBRE LICENCIATURAS EM CIÊNCIAS DA NATUREZA NO BRASIL. Educação Em Revista, 0, 36, .	0.1	3
45	Apropriação do discurso de inovação curricular em química por professores do ensino médio: perspectivas e tensões. Ciência & Educação, 2008, 14, 213-231.	0.4	2
46	Perfil conceitual e a escolarização do conceito de morte no ensino de ciências. Educar Em Revista, 2012, , 19-35.	0.3	2
47	The Perspective of Science and Religion in High School Biology Teachers in Argentina, Brazil and Uruguay: A Comparative Study. Procedia, Social and Behavioral Sciences, 2015, 197, 780-787.	0.5	2
48	The Human Species Origin: Views of Biology Teachers from Three Latin American Countries. Theology and Science, 2019, 17, 257-272.	0.2	2
49	Analyzing Discursive Interactions in Science Classrooms to Characterize Teaching Strategies Adopted by Teachers in Lessons on Environmental Themes. , 2018, , 149-166.		2
50	Conceptual Profile of Adaptation: A Tool to Investigate Evolution Learning in Biology Classrooms. Contemporary Trends and Issues in Science Education, 2014, , 163-200.	0.2	2
51	Changing Referential Perspective in Science Classroom Discourse. , 2003, , 69-78.		2
52	OS PERCURSOS DE TRANSFORMAÇÃO DA AÇÃO MEDIADA POR RECURSOS EDUCACIONAIS: O PONTO DE VISTA DE UMA PROFESSORA DE QUÍMICA ORGÂNICA DE ENSINO SUPERIOR. Ensaio Pesquisa Em Educação Em Ciências, 0, 22, .	0.4	2
53	Analysis of Teaching and Learning Practices in Physics and Chemistry Education: Theoretical and Methodological Issues. Contributions From Science Education Research, 2014, , 469-485.	0.4	1
54	HIGHER EDUCATION PROFESSORS' PRACTICE: AN INVESTIGATION OF TWO PROFESSORS WELL EVALUATED BY STUDENTS. Quimica Nova, 2016, , .	0.3	1

#	ARTICLE	IF	CITATIONS
55	RELAÇÕES PEDAGÓGICAS EM AULAS DE CIÊNCIAS DA EDUCAÇÃO SUPERIOR. Química Nova, 2018, , .	0.3	1
56	Investigating the Evolution of Conceptual Profiles of Life Among University Students of Biology and Pharmacy: The Use of Statistical Tools to Analyze Questionnaire Answers. Contemporary Trends and Issues in Science Education, 2014, , 143-162.	0.2	0
57	Building a Profile Model for the Concept of Death. Contemporary Trends and Issues in Science Education, 2014, , 293-321.	0.2	0
58	Heterogeneity of Thinking and Speaking. , 2015, , 451-455.		0
59	O uso de Relações Pedagógicas em aulas de Patologia Geral: materialização do elo com o currículo e a profissão. Ciência & Educação, 2018, 24, 1013-1027.	0.4	0