Semra Sungur

List of Publications by Year
in descending order

39 papers	**1,698** citations	304743 **22** h-index	302126 **39** g-index
39 all docs	**39** docs citations	**39** times ranked	**1151** citing authors

#	ARTICLE	IF	CITATIONS
1	Effects of Problem-Based Learning and Traditional Instruction on Self-Regulated Learning. Journal of Educational Research, 2006, 99, 307-320.	1.6	211
2	Environmental attitudes of young people in Turkey: effects of school type and gender. Environmental Education Research, 2005, 11, 215-233.	2.9	124
3	Assessing pre-service teachers' environmental literacy in Turkey as a mean to develop teacher education programs. International Journal of Educational Development, 2009, 29, 426-436.	2.7	121
4	Modeling the Relations Among Students' Epistemological Beliefs, Motivation, Learning Approach, and Achievement. Journal of Educational Research, 2009, 102, 243-256.	1.6	105
5	Modeling the Relationships among Students' Motivational Beliefs, Metacognitive Strategy Use, and Effort Regulation. Scandinavian Journal of Educational Research, 2007, 51, 315-326.	1.7	100
6	Middle School Students' Science Self-Efficacy and Its Sources: Examination of Gender Difference. Journal of Science Education and Technology, 2012, 21, 619-630.	3.9	77
7	A conceptual model of relationships among constructivist learning environment perceptions, epistemological beliefs, and learning approaches. Learning and Individual Differences, 2009, 19, 71-79.	2.7	71
8	The contribution of cognitive and metacognitive strategy use to students' science achievement. Educational Research and Evaluation, 2010, 16, 1-21.	1.6	71
9	The Contribution of Conceptual Change Texts Accompanied by Concept Mapping to Students' Understanding of the Human Circulatory System. School Science and Mathematics, 2001, 101, 91-101.	0.9	70
10	Parental Influences on Students' Self-Concept, Task Value Beliefs, and Achievement in Science. Spanish Journal of Psychology, 2009, 12, 106-117.	2.1	69
11	The role of perceived classroom goal structures, self-efficacy, and engagement in student science achievement. Research in Science and Technological Education, 2017, 35, 149-168.	2.5	59
12	Improving achievement through problem-based learning. Journal of Biological Education, 2006, 40, 155-160.	1.5	46
13	Teacher self‐regulation: examining a multidimensional construct. Educational Psychology, 2009, 29, 345-356.	2.7	43
14	Turkish high school students' biology achievement in relation to academic self-regulation. Educational Research and Evaluation, 2007, 13, 53-69.	1.6	42
15	Developing a Structural Model on the Relationship among Motivational Beliefs, Self-Regulated Learning Strategies, and Achievement in Mathematics. International Journal of Science and Mathematics Education, 2015, 13, 1355-1375.	2.5	41
16	Modeling the Interrelationships Among Pre-service Science Teachers' Understanding and Acceptance of Evolution, Their Views on Nature of Science and Self-Efficacy Beliefs Regarding Teaching Evolution. Journal of Science Teacher Education, 2012, 23, 937-957.	2.5	39
17	An analysis of Turkish high school students' metacognition and motivation. Educational Research and Evaluation, 2009, 15, 45-62.	1.6	36
18	Relationships among constructivist learning environment perceptions, motivational beliefs, self-regulation and science achievement. Research in Science and Technological Education, 2013, 31, 205-226.	2.5	36

#	Article	IF	Citations
19	Multilevel Investigation of Students' Self-regulation Processes in Learning Science: Classroom Learning Environment and Teacher Effectiveness. International Journal of Science and Mathematics Education, 2019, 17, 89-110.	2.5	33
20	Contribution of motivational beliefs and metacognition to students' performance under consequential and nonconsequential test conditions. Educational Research and Evaluation, 2007, 13, 127-142.	1.6	31
21	The interplay between cognitive and motivational variables in a problem-based learning environment. Learning and Individual Differences, 2007, 17, 291-297.	2.7	31
22	Effectiveness of problem-based learning on academic performance in genetics. Biochemistry and Molecular Biology Education, 2007, 35, 448-451.	1.2	29
23	Students' Achievement in Human Circulatory System Unit: The Effect of Reasoning Ability and Gender. Journal of Science Education and Technology, 2003, 12, 59-64.	3.9	26
24	Students' achievement in relation to reasoning ability, prior knowledge and gender. Research in Science and Technological Education, 2006, 24, 129-138.	2.5	26
25	A Multilevel Analysis of Students' Science Achievements in Relation to their Self-Regulation, Epistemological Beliefs, Learning Environment Perceptions, and Teachers' Personal Characteristics. International Journal of Science and Mathematics Education, 2017, 15, 1423-1440.	2.5	24
26	Students' achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions. Educational Research and Evaluation, 2010, 16, 303-324.	1.6	20
27	The Comparative Effects of Prediction/Discussion-Based Learning Cycle, Conceptual Change Text, and Traditional Instructions on Student Understanding of Genetics. International Journal of Science Education, 2011, 33, 607-628.	1.9	18
28	DEVELOPMENT AND VALIDATION OF SCIENCE HOMEWORK SCALE FOR MIDDLE-SCHOOL STUDENTS. International Journal of Science and Mathematics Education, 2016, 14, 417-444.	2.5	18
29	Relationships among Teachers' Knowledge and Beliefs Regarding the Teaching of Evolution: A Case for Turkey. Evolution: Education and Outreach, 2012, 5, 477-493.	0.8	14
30	A Comparative Study on Pre-Service Teachers' and Elementary Students' Attitudes towards the Environment. International Research in Geographical and Environmental Education, 2007, 16, 188-198.	1.6	13
31	Elementary Students' Scientific Epistemological Beliefs in Relation to Socio-Economic Status and Gender. Journal of Science Teacher Education, 2010, 21, 873-885.	2.5	12
32	Antecedents and Consequences of Middle School Students' Achievement Goals in Science. Asia-Pacific Education Researcher, 2013, 22, 45-60.	3.7	11
33	Use of self-determination theory to support basic psychological needs of preservice science teachers in an environmental science course. Environmental Education Research, 2013, 19, 342-369.	2.9	8
34	A Study of Science Teachers' Homework Practices. Research in Education, 2014, 91, 45-64.	1.1	8
35	Predicting Science Engagement with Motivation and Teacher Characteristics: a Multilevel Investigation. International Journal of Science and Mathematics Education, 2019, 17, 67-88.	2.5	5
36	Pre-service Science Teachers' Conceptions of Sound and the Role of Task Value Beliefs. Science Education International, 2020, 31, 295-303.	0.4	4

#	Article	IF	Citations
37	The Contribution of Gender, Socio-Economic Status and Socio-Cultural Influence to Turkish Students' Task Value Beliefs in Science. Research in Education, 2014, 91, 30-44.	1.1	2
38	Investigating the science attitudes of students from low socioeconomic status families: The impact of problem‐based learning. Biochemistry and Molecular Biology Education, 2021, 49, 228-235.	1.2	2
39	How is Middle School Students' Scientific Reasoning Ability Associated with Gender and Learning Environment?. Science Education International, 2021, 32, 96-106.	0.4	2