

# Semra Sungur

## List of Publications by Year in descending order

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Version: 2024-02-01

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	Investigating the science attitudes of students from low socioeconomic status families: The impact of problem-based learning. <i>Biochemistry and Molecular Biology Education</i> , 2021, 49, 228-235.	1.2	2
2	How is Middle School Students' Scientific Reasoning Ability Associated with Gender and Learning Environment?. <i>Science Education International</i> , 2021, 32, 96-106.	0.4	2
3	Pre-service Science Teachers' Conceptions of Sound and the Role of Task Value Beliefs. <i>Science Education International</i> , 2020, 31, 295-303.	0.4	4
4	Multilevel Investigation of Students' Self-regulation Processes in Learning Science: Classroom Learning Environment and Teacher Effectiveness. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 89-110.	2.5	33
5	Predicting Science Engagement with Motivation and Teacher Characteristics: a Multilevel Investigation. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 67-88.	2.5	5
6	The role of perceived classroom goal structures, self-efficacy, and engagement in student science achievement. <i>Research in Science and Technological Education</i> , 2017, 35, 149-168.	2.5	59
7	A Multilevel Analysis of Students' Science Achievements in Relation to their Self-Regulation, Epistemological Beliefs, Learning Environment Perceptions, and Teachers' Personal Characteristics. <i>International Journal of Science and Mathematics Education</i> , 2017, 15, 1423-1440.	2.5	24
8	DEVELOPMENT AND VALIDATION OF SCIENCE HOMEWORK SCALE FOR MIDDLE-SCHOOL STUDENTS. <i>International Journal of Science and Mathematics Education</i> , 2016, 14, 417-444.	2.5	18
9	Developing a Structural Model on the Relationship among Motivational Beliefs, Self-Regulated Learning Strategies, and Achievement in Mathematics. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 1355-1375.	2.5	41
10	The Contribution of Gender, Socio-Economic Status and Socio-Cultural Influence to Turkish Students' Task Value Beliefs in Science. <i>Research in Education</i> , 2014, 91, 30-44.	1.1	2
11	A Study of Science Teachers' Homework Practices. <i>Research in Education</i> , 2014, 91, 45-64.	1.1	8
12	Antecedents and Consequences of Middle School Students' Achievement Goals in Science. <i>Asia-Pacific Education Researcher</i> , 2013, 22, 45-60.	3.7	11
13	Relationships among constructivist learning environment perceptions, motivational beliefs, self-regulation and science achievement. <i>Research in Science and Technological Education</i> , 2013, 31, 205-226.	2.5	36
14	Use of self-determination theory to support basic psychological needs of preservice science teachers in an environmental science course. <i>Environmental Education Research</i> , 2013, 19, 342-369.	2.9	8
15	Middle School Students' Science Self-Efficacy and Its Sources: Examination of Gender Difference. <i>Journal of Science Education and Technology</i> , 2012, 21, 619-630.	3.9	77
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. <i>Journal of Science Teacher Education</i> , 2012, 23, 937-957.	2.5	39
17	Relationships among Teachers' Knowledge and Beliefs Regarding the Teaching of Evolution: A Case for Turkey. <i>Evolution: Education and Outreach</i> , 2012, 5, 477-493.	0.8	14
18	The Comparative Effects of Prediction/Discussion-Based Learning Cycle, Conceptual Change Text, and Traditional Instructions on Student Understanding of Genetics. <i>International Journal of Science Education</i> , 2011, 33, 607-628.	1.9	18

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19	Elementary Students'™ Scientific Epistemological Beliefs in Relation to Socio-Economic Status and Gender. <i>Journal of Science Teacher Education</i> , 2010, 21, 873-885.	2.5	12
20	The contribution of cognitive and metacognitive strategy use to students' science achievement. <i>Educational Research and Evaluation</i> , 2010, 16, 1-21.	1.6	71
21	Students' achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions. <i>Educational Research and Evaluation</i> , 2010, 16, 303-324.	1.6	20
22	An analysis of Turkish high school students' metacognition and motivation. <i>Educational Research and Evaluation</i> , 2009, 15, 45-62.	1.6	36
23	Teacher self-regulation: examining a multidimensional construct. <i>Educational Psychology</i> , 2009, 29, 345-356.	2.7	43
24	Parental Influences on Students' Self-Concept, Task Value Beliefs, and Achievement in Science. <i>Spanish Journal of Psychology</i> , 2009, 12, 106-117.	2.1	69
25	Modeling the Relations Among Students' Epistemological Beliefs, Motivation, Learning Approach, and Achievement. <i>Journal of Educational Research</i> , 2009, 102, 243-256.	1.6	105
26	Assessing pre-service teachers'™ environmental literacy in Turkey as a mean to develop teacher education programs. <i>International Journal of Educational Development</i> , 2009, 29, 426-436.	2.7	121
27	A conceptual model of relationships among constructivist learning environment perceptions, epistemological beliefs, and learning approaches. <i>Learning and Individual Differences</i> , 2009, 19, 71-79.	2.7	71
28	A Comparative Study on Pre-Service Teachers' and Elementary Students' Attitudes towards the Environment. <i>International Research in Geographical and Environmental Education</i> , 2007, 16, 188-198.	1.6	13
29	Turkish high school students' biology achievement in relation to academic self-regulation. <i>Educational Research and Evaluation</i> , 2007, 13, 53-69.	1.6	42
30	Contribution of motivational beliefs and metacognition to students' performance under consequential and nonconsequential test conditions. <i>Educational Research and Evaluation</i> , 2007, 13, 127-142.	1.6	31
31	Modeling the Relationships among Students' Motivational Beliefs, Metacognitive Strategy Use, and Effort Regulation. <i>Scandinavian Journal of Educational Research</i> , 2007, 51, 315-326.	1.7	100
32	The interplay between cognitive and motivational variables in a problem-based learning environment. <i>Learning and Individual Differences</i> , 2007, 17, 291-297.	2.7	31
33	Effectiveness of problem-based learning on academic performance in genetics. <i>Biochemistry and Molecular Biology Education</i> , 2007, 35, 448-451.	1.2	29
34	Effects of Problem-Based Learning and Traditional Instruction on Self-Regulated Learning. <i>Journal of Educational Research</i> , 2006, 99, 307-320.	1.6	211
35	Students' achievement in relation to reasoning ability, prior knowledge and gender. <i>Research in Science and Technological Education</i> , 2006, 24, 129-138.	2.5	26
36	Improving achievement through problem-based learning. <i>Journal of Biological Education</i> , 2006, 40, 155-160.	1.5	46

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37	Environmental attitudes of young people in Turkey: effects of school type and gender. Environmental Education Research, 2005, 11, 215-233.	2.9	124
38	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
39	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