Christian FÃ¶rtsch

List of Publications by Year
in descending order

23	375	840585 11	839398 18
papers	citations	h-index	g-index

28	28	28	183
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Effects of biology teachersâ€™ professional knowledge and cognitive activation on studentsâ€™ achievement. International Journal of Science Education, 2016, 38, 2642-2666.	1.0	56
2	Effects of Cognitive Activation in Biology Lessons on Studentsâ€™ Situational Interest and Achievement. Research in Science Education, 2017, 47, 559-578.	1.4	40
3	Effects of three basic dimensions of instructional quality on studentsâ€™ situational interest in sixth-grade biology instruction. Learning and Instruction, 2018, 56, 42-53.	1.9	39
4	Systematizing Professional Knowledge of Medical Doctors and Teachers: Development of an Interdisciplinary Framework in the Context of Diagnostic Competences. Education Sciences, 2018, 8, 207.	1.4	37
5	Measuring biology teachersâ€™ professional vision: Development and validation of a video-based assessment tool. Cogent Education, 2020, 7, .	0.6	23
6	Investigating Pre-Service Biology Teachersâ€™ Diagnostic Competences: Relationships between Professional Knowledge, Diagnostic Activities, and Diagnostic Accuracy. Education Sciences, 2021, 11, 89.	1.4	21
7	Die methodische und inhaltliche Ausrichtung quantitativer Videostudien zur UnterrichtsqualitÃt im mathematisch-naturwissenschaftlichen Unterricht. Zeitschrift FÃ¼r Didaktik Der Naturwissenschaften, 2017, 23, 261-285.	0.2	20
8	Investigating How German Biology Teachers Use Three-Dimensional Physical Models in Classroom Instruction: a Video Study. Research in Science Education, 2019, 49, 437-463.	1.4	16
9	Biology instruction using a generic framework of scientific reasoning and argumentation. Teaching and Teacher Education, 2018, 75, 232-243.	1.6	14
10	Effects of Teachersâ€™ Professional Knowledge and Their Use of Three-Dimensional Physical Models in Biology Lessons on Studentsâ€™ Achievement. Education Sciences, 2018, 8, 118.	1.4	14
11	Der Einsatz digitaler Medien im gymnasialen Biologieunterricht. Zeitschrift FÃ¼r Didaktik Der Naturwissenschaften, 2019, 25, 131-160.	0.2	11
12	Effects of high-complexity and high-cognitive-level instructional tasks in biology lessons on studentsâ€™ factual and conceptual knowledge. Research in Science and Technological Education, 2018, 36, 353-374.	1.4	9
13	Instructional Quality Features in Videotaped Biology Lessons: Content-Independent Description of Characteristics. Research in Science Education, 2019, 49, 1457-1491.	1.4	9
14	Use of technical terms in German biology lessons and its effects on studentsâ€™ conceptual learning. Research in Science and Technological Education, 2020, 38, 227-251.	1.4	9
15	Comparing two constructs for describing and analyzing teachersâ€™ diagnostic processes. Studies in Educational Evaluation, 2021, 68, 100973.	1.2	9
16	Fostering Studentsâ€™ Conceptual Knowledge in Biology in the Context of German National Education Standards. Research in Science Education, 2020, 50, 739-771.	1.4	8
17	How does the Use of Core Ideas in Biology Lessons Influence Studentsâ€™ Knowledge Development?. Zeitschrift FÃ¼r Didaktik Der Naturwissenschaften, 2018, 24, 35-50.	0.2	5
18	A 4-year longitudinal study investigating the relationship between flexible school starts and grades. Scientific Reports, 2022, 12, 3178.	1.6	4

#	Article	IF	Citations
19	Dealing with Student Errors in Whole-Class Discussions of Biology Lessons at German Secondary Schools. International Journal of Science and Mathematics Education, 2022, 20, 459-480.	1.5	3
20	Can Pre-Service Biology Teachersâ€™ Professional Knowledge and Diagnostic Activities Be Fostered by Self-Directed Knowledge Acquisition via Texts?. Education Sciences, 2021, 11, 244.	1.4	2
21	Scaffolding pre-service biology teachersâ€™ diagnostic competences in a video-based Learning environment: measuring the effect of different types of scaffolds. International Journal of Science Education, 0, , 1-21.	1.0	2
22	Digitaler Wandel des Schulunterrichts durch professionelle Lerngemeinschaften. MedienpÃ„dagogik, 0, 49, 250-270.	0.3	2
23	Integrating or Not-Integratingâ€”That is the Question. Effects of Integrated Instruction on the Development of Pre-Service Biology Teachersâ€™ Professional Knowledge. Frontiers in Education, 2021, 6, .	1.2	0