

Christina V Schwarz

List of Publications by Year in descending order

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Version: 2024-02-01

24
papers

2,282
citations

516710

16
h-index

642732

23
g-index

24
all docs

24
docs citations

24
times ranked

1176
citing authors

#	ARTICLE	IF	CITATIONS
1	Developing a learning progression for scientific modeling: Making scientific modeling accessible and meaningful for learners. <i>Journal of Research in Science Teaching</i> , 2009, 46, 632-654.	3.3	785
2	Metamodeling Knowledge: Developing Students' Understanding of Scientific Modeling. <i>Cognition and Instruction</i> , 2005, 23, 165-205.	2.9	365
3	Epistemologies in practice: Making scientific practices meaningful for students. <i>Journal of Research in Science Teaching</i> , 2016, 53, 1082-1112.	3.3	301
4	Using a guided inquiry and modeling instructional framework (EIMA) to support preservice K-8 science teaching. <i>Science Education</i> , 2007, 91, 158-186.	3.0	129
5	Developing preservice elementary teachers' knowledge and practices through modeling-centered scientific inquiry. <i>Science Education</i> , 2009, 93, 720-744.	3.0	110
6	Identifying Essential Epistemic Heuristics for Guiding Mechanistic Reasoning in Science Learning. <i>Journal of the Learning Sciences</i> , 2019, 28, 160-205.	2.9	79
7	Helping elementary preservice teachers learn to use curriculum materials for effective science teaching. <i>Science Education</i> , 2008, 92, 345-377.	3.0	68
8	Empirical validation of integrated learning performances for hydrologic phenomena: 3rd-grade students' model-driven explanation construction. <i>Journal of Research in Science Teaching</i> , 2015, 52, 895-921.	3.3	66
9	"Making Space": How Novice Teachers Create Opportunities for Equitable Sense-Making in Elementary Science. <i>Journal of Teacher Education</i> , 2020, 71, 63-79.	3.5	54
10	Technology, Pedagogy, and Epistemology: Opportunities and Challenges of Using Computer Modeling and Simulation Tools in Elementary Science Methods. <i>Journal of Science Teacher Education</i> , 2007, 18, 243-269.	2.5	35
11	Fostering Third-Grade Students'™ Use of Scientific Models with the Water Cycle: Elementary teachers'™ conceptions and practices. <i>International Journal of Science Education</i> , 2015, 37, 2411-2432.	1.9	34
12	Exploring the Effect of Embedded Scaffolding Within Curricular Tasks on Third-Grade Students'™ Model-Based Explanations about Hydrologic Cycling. <i>Science and Education</i> , 2015, 24, 957-981.	2.7	34
13	Supporting students' meaningful engagement in scientific modeling through epistemological messages: A case study of contrasting teaching approaches. <i>Journal of Research in Science Teaching</i> , 2021, 58, 335-365.	3.3	34
14	Principled reasoning about problems of practice. <i>Science Education</i> , 2009, 93, 678-686.	3.0	30
15	Using Sense-Making Moments to Understand How Elementary Teachers'™ Interactions Expand, Maintain, or Shut Down Sense-making in Science. <i>Cognition and Instruction</i> , 2021, 39, 113-148.	2.9	28
16	Supporting 3rd-grade students model-based explanations about groundwater: a quasi-experimental study of a curricular intervention. <i>International Journal of Science Education</i> , 2017, 39, 1421-1442.	1.9	25
17	Beyond assessing knowledge about models and modeling: Moving toward expansive, meaningful, and equitable modeling practice. <i>Journal of Research in Science Teaching</i> , 2022, 59, 1086-1096.	3.3	20
18	Engaging Undergraduate Biology Students in Scientific Modeling: Analysis of Group Interactions, Sense-Making, and Justification. <i>CBE Life Sciences Education</i> , 2017, 16, ar68.	2.3	15

#	ARTICLE	IF	CITATIONS
19	ENGAGING FIFTH GRADERS IN SCIENTIFIC MODELING TO LEARN ABOUT EVAPORATION AND CONDENSATION. International Journal of Science and Mathematics Education, 2014, 12, 49-72.	2.5	14
20	Longitudinal investigation of primary inservice teachersâ€™ modelling the hydrological phenomena. International Journal of Science Education, 2019, 41, 2788-2807.	1.9	14
21	The Influence of Curriculum, Instruction, Technology, and Social Interactions on Two Fifth-Grade Studentsâ€™ Epistemologies in Modeling Throughout a Model-Based Curriculum Unit. Journal of Science Education and Technology, 2015, 24, 216-233.	3.9	13
22	Using Epistemic Considerations in Teaching: Fostering Studentsâ€™ Meaningful Engagement in Scientific Modeling. Models and Modeling in Science Education, 2019, , 181-199.	0.6	13
23	A Deep Look into Designing a Task and Coding Scheme through the Lens of Causal Mechanistic Reasoning. Journal of Chemical Education, 2022, 99, 874-885.	2.3	10
24	Alternative Approaches to Using Modeling and Simulation Tools for Teaching Science. , 1999, , 226-256.		6