

Doris Lewalter

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4648333/publications.pdf>

Version: 2024-02-01

16
papers

440
citations

1307594

7
h-index

940533

16
g-index

18
all docs

18
docs citations

18
times ranked

364
citing authors

#	ARTICLE	IF	CITATIONS
1	How situational is situational interest? Investigating the longitudinal structure of situational interest. <i>Contemporary Educational Psychology</i> , 2015, 43, 39-50.	2.9	128
2	Understanding and Engagement in Places of Science Experience: Science Museums, Science Centers, Zoos, and Aquariums. <i>Educational Psychologist</i> , 2014, 49, 70-85.	9.0	120
3	Social support and motivation to transfer as predictors of training transfer: testing full and partial mediation using meta-analytic structural equation modelling. <i>International Journal of Training and Development</i> , 2018, 22, 1-14.	1.3	51
4	Teacher Expertise and Professional Vision: Examining Knowledge-Based Reasoning of Pre-Service Teachers, In-Service Teachers, and School Principals. <i>Frontiers in Education</i> , 2020, 5, .	2.1	30
5	Visit motivations: development of a short scale for comparison across sites. <i>Museum Management and Curatorship</i> , 2018, 33, 25-41.	1.4	17
6	Comparing the Effectiveness of Two Communication Formats on Visitors'™ Understanding of Nanotechnology. <i>Visitor Studies</i> , 2014, 17, 159-176.	0.9	12
7	There is more to touch than meets the eye: haptic exploration in a science museum. <i>International Journal of Science Education</i> , 2020, 42, 3026-3048.	1.9	9
8	Professional knowledge and task instruction specificity as influencing factors of prospective teachers' professional vision. <i>Teaching and Teacher Education</i> , 2022, 109, 103517.	3.2	8
9	Professional Vision and the Compensatory Effect of a Minimal Instructional Intervention: A Quasi-Experimental Eye-Tracking Study With Novice and Expert Teachers. <i>Frontiers in Education</i> , 0, 7, .	2.1	8
10	Fragile knowledge and conflicting evidence: what effects do contiguity and personal characteristics of museum visitors have on their processing depth?. <i>European Journal of Psychology of Education</i> , 2014, 29, 215-238.	2.6	7
11	Assessing Secondary School Students'™ Justifications for Supporting or Rejecting a Scientific Hypothesis in the Physics Lab. <i>Research in Science Education</i> , 2021, 51, 819-844.	2.3	7
12	Out-of-school programs and interest: Design considerations based on a meta-analysis. <i>Educational Research Review</i> , 2021, 34, 100406.	7.8	7
13	Lernen im Museum – theoretische Perspektiven und empirische Befunde. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2013, 16, 199-215.	2.9	5
14	Investigating Visitor Profiles as a Valuable Addition to Museum Research. <i>International Journal of Science Education, Part B: Communication and Public Engagement</i> , 2015, 5, 357-374.	1.5	4
15	Attitude change when presenting science museum visitors with risk-benefit information. <i>Science Education</i> , 2017, 101, 873-886.	3.0	2
16	Visit Motivation as Part of Visitors'™ Personal Context in a Science Museum. <i>Visitor Studies</i> , 2020, 23, 141-161.	0.9	2