

Vicente Mellado

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4711599/publications.pdf>

Version: 2024-02-01

30
papers

836
citations

516710

16
h-index

501196

28
g-index

32
all docs

32
docs citations

32
times ranked

439
citing authors

#	ARTICLE	IF	CITATIONS
1	The classroom practice of preservice teachers and their conceptions of teaching and learning science. <i>Science Education</i> , 1998, 82, 197-214.	3.0	109
2	Prospective primary teachers' self-efficacy and emotions in science teaching. <i>European Journal of Teacher Education</i> , 2013, 36, 200-217.	3.7	93
3	Preservice Teachers' Classroom Practice and Their Conceptions of the Nature of Science. <i>Science and Education</i> , 1997, 6, 331-354.	2.7	91
4	Las emociones en la enseanza de las ciencias. <i>Ensenanza De Las Ciencias</i> , 2014, 32, 11-36.	0.3	59
5	Emotions in prospective secondary teachers when teaching science content, distinguishing by gender. <i>Research in Science and Technological Education</i> , 2014, 32, 182-215.	2.5	51
6	Evolution of the conceptions of a secondary education biology teacher: Longitudinal analysis using cognitive maps. <i>Science Education</i> , 2007, 91, 461-491.	3.0	46
7	Solving Physics Problems: The Conceptions and Practice of an Experienced Teacher and an Inexperienced Teacher. <i>Research in Science Education</i> , 2004, 34, 113-133.	2.3	36
8	Canonical pedagogical content knowledge by CoRes for teaching acid-base chemistry at high school. <i>Chemistry Education Research and Practice</i> , 2015, 16, 603-618.	2.5	36
9	Contributions from the Philosophy of Science to the Education of Science Teachers. <i>Science and Education</i> , 2006, 15, 419-445.	2.7	31
10	THE EMOTIONS ABOUT TEACHING AND LEARNING SCIENCE: A STUDY OF PROSPECTIVE PRIMARY TEACHERS IN THREE SPANISH UNIVERSITIES. <i>Journal of Baltic Science Education</i> , 2013, 12, 299-311.	1.0	31
11	A Framework for Learning to Teach Science in Initial Primary Teacher Education. <i>Journal of Science Teacher Education</i> , 1998, 9, 195-219.	2.5	27
12	The Classroom Practice of a Prospective Secondary Biology Teacher and His Conceptions of the Nature of Science and of Teaching and Learning Science. <i>International Journal of Science and Mathematics Education</i> , 2007, 6, 37-62.	2.5	25
13	The process of change in a science teacher's professional development: A case study based on the types of problems in the classroom. <i>Science Education</i> , 2012, 96, 337-363.	3.0	25
14	What do K-12 students feel when dealing with technology and engineering issues? Gardner's multiple intelligence theory implications in technology lessons for motivating engineering vocations at Spanish Secondary School. <i>European Journal of Engineering Education</i> , 2017, 42, 1330-1343.	2.3	18
15	Personal metaphors of prospective secondary economics and science teachers. <i>Asia-Pacific Journal of Teacher Education</i> , 2012, 40, 395-408.	1.9	17
16	Exploring the emotions in Pedagogical Content Knowledge about the electric field. <i>International Journal of Science Education</i> , 2017, 39, 1025-1044.	1.9	17
17	Teaching technology: From knowing to feeling enhancing emotional and content acquisition performance through Gardner's Multiple Intelligences Theory in technology and design lessons. <i>Journal of Technology and Science Education</i> , 2017, 7, 58.	1.2	17
18	The obstacles for the professional development of a secondary Science teacher. <i>Ensenanza De Las Ciencias</i> , 2010, 28, 417.	0.3	17

#	ARTICLE	IF	CITATIONS
19	Emociones académicas y aprendizaje de biología, una asociación duradera. Enseñanza De Las Ciencias, 2019, 37, 43-61.	0.3	16
20	Initial Characterization of Colombian High School Physics Teachers' Pedagogical Content Knowledge on Electric Fields. Research in Science Education, 2017, 47, 25-48.	2.3	15
21	Preservice Teachers' Classroom Practice and Their Conceptions of the Nature of Science. , 1998, , 1093-1110.		12
22	Analysis of prospective early childhood education teachers' proposals of nature field trips: An educational experience to bring nature close during this stage. Science Education, 2022, 106, 172-198.	3.0	10
23	Improving the self-regulation in prospective science teachers: the case of the calculus of the period of a simple pendulum. Heliyon, 2019, 5, e02827.	3.2	9
24	Pedagogical content knowledge (PCK) of a science teacher: reflection and action as facilitators of learning. Enseñanza De Las Ciencias, 2019, 37, 25.	0.3	7
25	An action-research programme with secondary education teachers on teaching and learning photosynthesis. Journal of Biological Education, 2012, 46, 72-80.	1.5	6
26	The Long Road to Shared PCK: a Science Teacher's Personal Journey. Research in Science Education, 2022, 52, 1807-1828.	2.3	5
27	Aprendizaje escolar y obstáculos: estudio de caso de una profesora de ciencias de secundaria. Ciencia & Educación, 2009, 15, 1-19.	0.4	3
28	A Framework for Learning to Teach Sciences in Initial Primary Teacher Education. , 1999, , 273-280.		2
29	CIENCIA, IDEOLOGÍA Y REFLEXIÓN: UNA VISIÓN DEL DESARROLLO PROFESIONAL. ESTUDIO DE UN CASO. Nuances Estudios Sobre Educación, 2011, 19, 31-56.	0.0	0
30	Un programa de investigación-acción con profesores de secundaria sobre la enseñanza-aprendizaje de la energía: un estudio de caso. Revista Brasileira De Ensino De Física, 2011, 33, .	0.2	0