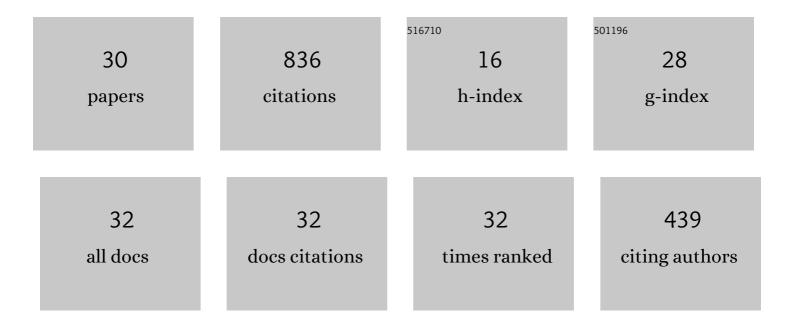
Vicente Mellado

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/4711599/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	The classroom practice of preservice teachers and their conceptions of teaching and learning science. Science Education, 1998, 82, 197-214.	3.0	109
2	Prospective primary teachers' self-efficacy and emotions in science teaching. European Journal of Teacher Education, 2013, 36, 200-217.	3.7	93
3	Preservice Teachersâ€~ Classroom Practice and Their Conceptions of the Nature of Science. Science and Education, 1997, 6, 331-354.	2.7	91
4	Las emociones en la enseñanza de las ciencias. Ensenanza De Las Ciencias, 2014, 32, 11-36.	0.3	59
5	Emotions in prospective secondary teachers when teaching science content, distinguishing by gender. Research in Science and Technological Education, 2014, 32, 182-215.	2.5	51
6	Evolution of the conceptions of a secondary education biology teacher: Longitudinal analysis using cognitive maps. Science Education, 2007, 91, 461-491.	3.0	46
7	Solving Physics Problems: The Conceptions and Practice of an Experienced Teacher and an Inexperienced Teacher. Research in Science Education, 2004, 34, 113-133.	2.3	36
8	Canonical pedagogical content knowledge by CoRes for teaching acid–base chemistry at high school. Chemistry Education Research and Practice, 2015, 16, 603-618.	2.5	36
9	Contributions from the Philosophy of Science to the Education of Science Teachers. Science and Education, 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. Journal of Baltic Science Education, 2013, 12, 299-311.	1.0	31
11	A Framework for Learning to Teach Science in Initial Primary Teacher Education. Journal of Science Teacher Education, 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. International Journal of Science and Mathematics Education, 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. Science Education, 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. European Journal of Engineering Education, 2017, 42, 1330-1343.	2.3	18
15	Personal metaphors of prospective secondary economics and science teachers. Asia-Pacific Journal of Teacher Education, 2012, 40, 395-408.	1.9	17
16	Exploring the emotions in Pedagogical Content Knowledge about the electric field. International Journal of Science Education, 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. Journal of Technology and Science Education, 2017, 7, 58.	1.2	17
18	The obstacles for the professional development of a secondary Science teacher. Ensenanza De Las Ciencias, 2010, 28, 417.	0.3	17

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#	Article	IF	CITATIONS
19	Emociones académicas y aprendizaje de biologÃa, una asociación duradera. Ensenanza 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. Ensenanza 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. Ciência & Educação, 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, IDEOLOGÃA Y REFLEXIÓN: UNA VISIÓN DEL DESARROLLO PROFESIONAL. ESTUDIO DE UN CASO. Nuances Estudos Sobre Educação, 2011, 19, 31-56.	0.0	0
30	Un programa de investigación-acción con profesores de secundaria sobre la enseñanza-aprendizaje de la energÃa: un estudio de caso. Revista Brasileira De Ensino De Fisica, 2011, 33, .	0.2	0