Vicente Mellado

List of Publications by Year
in descending order

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

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30	836	516710 16	501196 28
papers	citations	h-index	g-index

32	32	32	439
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	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
2	The Long Road to Shared PCK: a Science Teacherâ€™s Personal Journey. Research in Science Education, 2022, 52, 1807-1828.	2.3	5
3	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
4	Emociones acadÃ©micas y aprendizaje de biologÃa, una asociaciÃ³n duradera. Ensenanza De Las Ciencias, 2019, 37, 43-61.	0.3	16
5	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
6	Initial Characterization of Colombian High School Physics Teachersâ€™ Pedagogical Content Knowledge on Electric Fields. Research in Science Education, 2017, 47, 25-48.	2.3	15
7	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
8	Exploring the emotions in Pedagogical Content Knowledge about the electric field. International Journal of Science Education, 2017, 39, 1025-1044.	1.9	17
9	Teaching technology: From knowing to feeling enhancing emotional and content acquisition performance through Gardnerâ€™s Multiple Intelligences Theory in technology and design lessons. Journal of Technology and Science Education, 2017, 7, 58.	1.2	17
10	Canonical pedagogical content knowledge by CoRes for teaching acidâ€“base chemistry at high school. Chemistry Education Research and Practice, 2015, 16, 603-618.	2.5	36
11	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
12	Las emociones en la enseÃ±anza de las ciencias. Ensenanza De Las Ciencias, 2014, 32, 11-36.	0.3	59
13	Prospective primary teachersâ€™ self-efficacy and emotions in science teaching. European Journal of Teacher Education, 2013, 36, 200-217.	3.7	93
14	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
15	Personal metaphors of prospective secondary economics and science teachers. Asia-Pacific Journal of Teacher Education, 2012, 40, 395-408.	1.9	17
16	An action-research programme with secondary education teachers on teaching and learning photosynthesis. Journal of Biological Education, 2012, 46, 72-80.	1.5	6
17	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
18	CIENCIA, IDEOLOGÃA Y REFLEXIÃ“N: UNA VISIÃ“N DEL DESARROLLO PROFESIONAL. ESTUDIO DE UN CASO. Nuances Estudos Sobre EducaÃ§Ã£o, 2011, 19, 31-56.	0.0	0

#	Article	IF	Citations
19	Un programa de investigaciÃ³n-acciÃ³n con profesores de secundaria sobre la enseÃ±anza-aprendizaje de la energÃa: un estudio de caso. Revista Brasileira De Ensino De Fisica, 2011, 33, .	0.2	0
20	The obstacles for the professional development of a secondary Science teacher. Ensenanza De Las Ciencias, 2010, 28, 417.	0.3	17
21	Aprendizaje escolar y obstÃ¡culos: estudio de caso de una profesora de ciencias de secundaria. CiÃªncia & EducaÃ§Ã£o, 2009, 15, 1-19.	0.4	3
22	Evolution of the conceptions of a secondary education biology teacher: Longitudinal analysis using cognitive maps. Science Education, 2007, 91, 461-491.	3.0	46
23	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
24	Contributions from the Philosophy of Science to the Education of Science Teachers. Science and Education, 2006, 15, 419-445.	2.7	31
25	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
26	A Framework for Learning to Teach Sciences in Initial Primary Teacher Education. , 1999, , 273-280.		2
27	A Framework for Learning to Teach Science in Initial Primary Teacher Education. Journal of Science Teacher Education, 1998, 9, 195-219.	2.5	27
28	The classroom practice of preservice teachers and their conceptions of teaching and learning science. Science Education, 1998, 82, 197-214.	3.0	109
29	Preservice Teachersâ€™ Classroom Practice and Their Conceptions of the Nature of Science. , 1998, , 1093-1110.		12
30	Preservice Teachersâ€˜ Classroom Practice and Their Conceptions of the Nature of Science. Science and Education, 1997, 6, 331-354.	2.7	91