Gregory J Kelly

List of Publications by Year
in descending order

72	2,795	236612 25	189595 50
papers	citations	h-index	g-index

78	78	78	1299
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Epistemic levels in argument: An analysis of university oceanography students' use of evidence in writing. Science Education, 2002, 86, 314-342.	1.8	288
2	Studentsâ€™ reasoning about electricity: combining performance assessments with argumentation analysis. International Journal of Science Education, 1998, 20, 849-871.	1.0	236
3	Scientific literacy and discursive identity: A theoretical framework for understanding science learning. Science Education, 2005, 89, 779-802.	1.8	221
4	The sound of music: Constructing science as sociocultural practices through oral and written discourse. Journal of Research in Science Teaching, 1999, 36, 883-915.	2.0	185
5	Epistemic Practices of Engineering for Education. Science Education, 2017, 101, 486-505.	1.8	119
6	Science education in sociocultural context: Perspectives from the sociology of science. Science Education, 1993, 77, 207-220.	1.8	113
7	An ethnographic investigation of the discourse processes of school science. Science Education, 1997, 81, 533-559.	1.8	113
8	How Students Argue Scientific Claims: A Rhetorical-Semantic Analysis. Applied Linguistics, 2003, 24, 28-55.	1.1	93
9	Epistemic Practices and Science Education. Science: Philosophy, History and Education, 2018, , 139-165.	0.6	93
10	Methodological considerations for studying science-in-the-making in educational settings. Research in Science Education, 1998, 28, 23-49.	1.4	82
11	Ways of Knowing beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices. Journal of Research in Science Teaching, 2000, 37, 237-258.	2.0	82
12	Science Learning and Epistemology. , 2012, , 281-291.		73
13	Science literacy and academic identity formulation. Journal of Research in Science Teaching, 2004, 41, 1111-1144.	2.0	72
14	Student's interaction with computer representations: Analysis of discourse in laboratory groups. Journal of Research in Science Teaching, 1996, 33, 693-707.	2.0	68
15	The epistemological framing of a discipline: Writing science in university oceanography. Journal of Research in Science Teaching, 2000, 37, 691-718.	2.0	65
16	Assessment of Evidence in University Students' Scientific Writing. Science and Education, 2003, 12, 341-363.	1.7	52
17	Common Task and Uncommon Knowledge: Dissenting Voices in the Discursive Construction of Physics Across Small Laboratory Groups. Linguistics and Education, 2001, 12, 135-174.	0.5	49
18	Research traditions in comparative context: A philosophical challenge to radical constructivism. Science Education, 1997, 81, 355-375.	1.8	40

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19	Experiments, contingencies, and curriculum: Providing opportunities for learning through improvisation in science teaching. Science Education, 2000, 84, 624-657.	1.8	40
20	What Counts as Knowledge in Educational Settings: Disciplinary Knowledge, Assessment, and Curriculum. Review of Research in Education, 2008, 32, vii-x.	0.8	40
21	The impact of engineering curriculum design principles on elementary studentsâ€™ engineering and science learning. Journal of Research in Science Teaching, 2020, 57, 423-453.	2.0	38
22	Epistemic tools in engineering design for Kâ€12 education. Science Education, 2019, 103, 1080-1111.	1.8	37
23	Challenges of standards-based reform: The example of California's science content standards and textbook adoption process. Science Education, 2003, 87, 378-389.	1.8	35
24	What Counts as Evidence and Equity?. Review of Research in Education, 2010, 34, vii-xvi.	0.8	34
25	Communicative Demands of Learning Science Through Technological Design: Third Grade Studentsâ€™ Construction of Solar Energy Devices. Linguistics and Education, 2002, 13, 483-532.	0.5	29
26	Analysis of Lines of Reasoning in Written Argumentation. Science & Technology Education Library, 2007, , 137-158.	0.7	29
27	The roles of engineering notebooks in shaping elementary engineering student discourse and practice. International Journal of Science Education, 2017, 39, 1194-1217.	1.0	25
28	Crossing the Border from Science Student to Science Teacher: Preservice Teachersâ€™ Views and Experiences Learning to Teach Inquiry. Journal of Science Teacher Education, 2013, 24, 427-447.	1.4	24
29	Engaging in identity work through engineering practices in elementary classrooms. Linguistics and Education, 2017, 39, 48-59.	0.5	24
30	Studying the Over-Time Construction of Knowledge in Educational Settings: A Microethnographic Discourse Analysis Approach. Review of Research in Education, 2020, 44, 161-194.	0.8	23
31	A sociocultural perspective on mediated activity in third grade science. Cultural Studies of Science Education, 2007, 1, 467-495.	0.9	22
32	Inquiry Teaching and Learning: Philosophical Considerations. , 2014, , 1363-1380.		22
33	From the teacherâ€™s eyes: facilitating teachers noticings on informal formative assessments (IFAs) and exploring the challenges to effective implementation. International Journal of Science Education, 2017, 39, 181-212.	1.0	21
34	How the environment is positioned in theNext Generation Science Standards:a critical discourse analysis. Environmental Education Research, 2018, 24, 731-753.	1.6	21
35	Translanguaging in a middle school science classroom: constructing scientific arguments in English and Spanish. Cultural Studies of Science Education, 2020, 15, 485-510.	0.9	20
36	An Investigation of Student Engagement in a Global Warming Debate. Journal of Geoscience Education, 2005, 53, 75-84.	0.8	19

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37	Applying Argumentation Analysis to Assess the Quality of University Oceanography Students' Scientific Writing. Journal of Geoscience Education, 2002, 50, 40-48.	0.8	18
38	Beyond Argumentation: Sense-Making Discourse in the Science Classroom. , 2012, , 265-281.		18
39	Complexity of Secondary Scientific Data Sources and Studentsâ€™ Argumentative Discourse. International Journal of Science Education, 2010, 32, 1207-1225.	1.0	17
40	The influences of integrating reading, peer evaluation, and discussion on undergraduate studentsâ€™ scientific writing. International Journal of Science Education, 2019, 41, 1408-1433.	1.0	16
41	Evolution of Qualitative Research Methodology: Looking Beyond Defense to Possibilities. Reading Research Quarterly, 1999, 34, 368-377.	1.8	14
42	Understanding the Construction of a Science Storyline in a Chemistry Classroom. Pedagogies, 2007, 2, 165-177.	0.4	14
43	Examining emotional expressions in discourse: methodological considerations. Cultural Studies of Science Education, 2018, 13, 905-924.	0.9	14
44	A cultural historical activity theory perspective to understand preservice science teachersâ€™ reflections on and tensions during a microteaching experience. Cultural Studies of Science Education, 2014, 9, 675-697.	0.9	13
45	The social bases of disciplinary knowledge and practice in productive disciplinary engagement. International Journal of Educational Research, 2014, 64, 211-214.	1.2	12
46	Developing Epistemic Aims and Supports for Engaging Students in Scientific Practices. Science and Education, 2018, 27, 245-246.	1.7	12
47	The development of Chinese undergraduate studentsâ€™ competence of scientific writing in the context of an advanced organic chemistry experiment course. Chemistry Education Research and Practice, 2019, 20, 270-287.	1.4	11
48	Multi-level Discourse Analysis in a Physics Teaching Methods Course from the Psychological Perspective of Activity Theory. International Journal of Science Education, 2014, 36, 2694-2718.	1.0	10
49	Nature of Science and Nature of Scientists. Science and Education, 2020, 29, 1097-1116.	1.7	10
50	Learning Progressions and Science Practices. Science and Education, 2019, 28, 833-841.	1.7	9
51	Contrasting Stories of Inclusion/Exclusion in the Chemistry Classroom. International Journal of Science Education, 2011, 33, 747-772.	1.0	8
52	Analyzing Classroom Activities: Theoretical and Methodological Considerations. Contributions From Science Education Research, 2014, , 353-368.	0.4	7
53	Affordances of engineering with English learners. Science Education, 2021, 105, 255-280.	1.8	5
54	Activity, Discourse, & Meaning Some Directions for Science Education. Cultural Studies of Science Education, 2010, , 39-52.	0.2	5

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55	Learning with understanding. Journal of Research in Science Teaching, 2000, 37, 757-759.	2.0	3
56	Expanding discourse repertoires with hybridity. Cultural Studies of Science Education, 2012, 7, 535-539.	0.9	3
57	Global Learning Communities: A Comparison of Online Domestic and International Science Class Partnerships. Journal of Science Education and Technology, 2013, 22, 475-487.	2.4	3
58	Theory, Methods, and Expressive Potential of Discourse Studies in Science Education. Research in Science Education, 2021, 51, 225-233.	1.4	3
59	Learning Science: Discursive Practices. , 2008, , 1071-1082.		3
60	Collective Reasoning in Elementary Engineering Education. , 2019, , 339-355.		3
61	Failure and Improvement in Elementary Engineering. Journal of Research in Stem Education, 2021, 7, 69-92.	1.1	3
62	Discourse Practices in Science Learning and Teaching. , 0, , .		2
63	Learning Science: Discourse Practices. , 2016, , 1-15.		2
64	Inquiry Learning and Teaching in Science Education. , 2016, , 1-6.		2
65	Learning Science: Discourse Practices. , 2017, , 223-237.		2
66	Analysis of Teaching and Learning Practices in Physics and Chemistry Education: Theoretical and Methodological Issues. Contributions From Science Education Research, 2014, , 469-485.	0.4	1
67	Publishing inScience Education. Science Education, 2008, 92, 969-972.	1.8	0
68	The Roles of Engineering Notebooks in Shaping Elementary Engineering Student Discourse and Practice (RTP). , 0, , .		0
69	Discourse in Science Learning. , 2015, , 333-335.		0
70	Sociology of Science. , 2015, , 996-998.		0
71	Inquiry Learning and Teaching in Science Education. , 2017, , 1148-1153.		0
72	Affordances of Engineering for Elementary-aged English Learners (Fundamental, Diversity). , 0, , .		0