

Clark A Chinn

List of Publications by Year in descending order

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33
papers

5,383
citations

331670

21
h-index

477307

29
g-index

34
all docs

34
docs citations

34
times ranked

3064
citing authors

#	ARTICLE	IF	CITATIONS
1	Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006). <i>Educational Psychologist</i> , 2007, 42, 99-107.	9.0	1,475
2	The Role of Anomalous Data in Knowledge Acquisition: A Theoretical Framework and Implications for Science Instruction. <i>Review of Educational Research</i> , 1993, 63, 1-49.	7.5	1,047
3	Epistemologically authentic inquiry in schools: A theoretical framework for evaluating inquiry tasks. <i>Science Education</i> , 2002, 86, 175-218.	3.0	928
4	Expanding the Dimensions of Epistemic Cognition: Arguments From Philosophy and Psychology. <i>Educational Psychologist</i> , 2011, 46, 141-167.	9.0	318
5	Patterns of Discourse in Two Kinds of Literature Discussion. <i>Reading Research Quarterly</i> , 2001, 36, 378-411.	3.3	218
6	Learners' epistemic criteria for good scientific models. <i>Journal of Research in Science Teaching</i> , 2011, 48, 486-511.	3.3	145
7	The Structure of Discourse in Collaborative Learning. <i>Journal of Experimental Education</i> , 2000, 69, 77-97.	2.6	144
8	Children's responses to anomalous scientific data: How is conceptual change impeded?. <i>Journal of Educational Psychology</i> , 2002, 94, 327-343.	2.9	133
9	On the Logical Integrity of Children's Arguments. <i>Cognition and Instruction</i> , 1997, 15, 135-167.	2.9	115
10	Models of Data: A Theory of How People Evaluate Data. <i>Cognition and Instruction</i> , 2001, 19, 323-393.	2.9	115
11	The Structure of Discussions that Promote Reasoning. <i>Teachers College Record</i> , 1998, 100, 315-368.	0.9	106
12	On the Goals of Epistemic Education: Promoting Apt Epistemic Performance. <i>Journal of the Learning Sciences</i> , 2018, 27, 353-389.	2.9	98
13	A review of educational responses to the "post-truth" condition: Four lenses on "post-truth" problems. <i>Educational Psychologist</i> , 2020, 55, 107-119.	9.0	87
14	Grasp of evidence: Problematizing and expanding the next generation science standards'™ conceptualization of evidence. <i>Journal of Research in Science Teaching</i> , 2018, 55, 907-937.	3.3	82
15	Explanation in Scientists and Children. <i>Minds and Machines</i> , 1998, 8, 119-136.	4.8	78
16	Education for a "Post-Truth" World: New Directions for Research and Practice. <i>Educational Researcher</i> , 2021, 50, 51-60.	5.4	60
17	Authentic inquiry: Introduction to the special section. <i>Science Education</i> , 2002, 86, 171-174.	3.0	37
18	Disagreeing about how to know: The instructional value of explorations into knowing. <i>Educational Psychologist</i> , 2020, 55, 167-180.	9.0	35

#	ARTICLE	IF	CITATIONS
19	Situated Actions During Reading Lessons: A Microanalysis of Oral Reading Error Episodes. <i>American Educational Research Journal</i> , 1993, 30, 361-392.	2.7	28
20	Distinguishing Between Understanding and Belief. <i>Theory Into Practice</i> , 2001, 40, 235-241.	1.6	26
21	Promoting Middle School Students' Understandings of Molecular Genetics. <i>Research in Science Education</i> , 2011, 41, 147-167.	2.3	23
22	Conceptual Change—Multiple Routes, Multiple Mechanisms: A Commentary on Ohlsson (2009). <i>Educational Psychologist</i> , 2009, 44, 48-57.	9.0	22
23	Disentangling the Role of Domain-Specific Knowledge in Student Modeling. <i>Research in Science Education</i> , 2019, 49, 921-948.	2.3	22
24	Commentary: Advances in research on sourcing—source credibility and reliable processes for producing knowledge claims. <i>Reading and Writing</i> , 2016, 29, 1701-1717.	1.7	11
25	Mental Models in Data Interpretation. <i>Philosophy of Science</i> , 1996, 63, S211-S219.	1.0	9
26	Effective collaboration in the productive failure process. <i>Journal of Mathematical Behavior</i> , 2021, 63, 100892.	0.9	6
27	New Directions for Research on Argumentation: Insights from the AIR Framework for Epistemic Cognition. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2016, 30, 155-161.	3.0	6
28	Experts' reasoning about the replication crisis: Apt epistemic performance and actor-oriented transfer. <i>Journal of the Learning Sciences</i> , 0, , 1-50.	2.9	4
29	Applying the Grasp-of-Evidence Framework to Design and Evaluate Epistemically Complex Learning Environments. <i>Noson Keikaku Gakkai Ronbunshu</i> , 2021, 1, Inv-p004-Inv-p004.	0.2	2
30	Welcome to Dr. Kathryn Wentzel, Editor of <i>Educational Psychologist</i> . <i>Educational Psychologist</i> , 2015, 50, 95-95.	9.0	1
31	Commentary: Promoting systems understanding. <i>Instructional Science</i> , 2017, 45, 123-135.	2.0	1
32	Outgoing Editor's Statement: A Perspective on <i>EP</i> and Debates in Education. <i>Educational Psychologist</i> , 2016, 51, 3-6.	9.0	0
33	Aims in the practice of historiography: An interview study with Finnish historians. <i>Historical Encounters</i> , 2022, 9, 159-180.	0.4	0