Clark A Chinn

List of Publications by Year
in descending order

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	Aims in the practice of historiography: An interview study with Finnish historians. Historical Encounters, 2022, 9, 159-180.	0.4	0
2	Education for a "Post-Truth" World: New Directions for Research and Practice. Educational Researcher, 2021, 50, 51-60.	5.4	60
3	Effective collaboration in the productive failure process. Journal of Mathematical Behavior, 2021, 63, 100892.	0.9	6
4	Applying the Grasp-of-Evidence Framework to Design and Evaluate Epistemically Complex Learning Environments. Noson Keikaku Gakkai Ronbunshu, 2021, 1, Inv-p004-Inv-p004.	0.2	2
5	Disagreeing about how to know: The instructional value of explorations into knowing. Educational Psychologist, 2020, 55, 167-180.	9.0	35
6	A review of educational responses to the "post-truth" condition: Four lenses on "post-truth" problems. Educational Psychologist, 2020, 55, 107-119.	9.0	87
7	Disentangling the Role of Domain-Specific Knowledge in Student Modeling. Research in Science Education, 2019, 49, 921-948.	2.3	22
8	On the Goals of Epistemic Education: Promoting Apt Epistemic Performance. Journal of the Learning Sciences, 2018, 27, 353-389.	2.9	98
9	Grasp of evidence: Problematizing and expanding the next generation science standards' conceptualization of evidence. Journal of Research in Science Teaching, 2018, 55, 907-937.	3.3	82
10	Commentary: Promoting systems understanding. Instructional Science, 2017, 45, 123-135.	2.0	1
11	Commentary: Advances in research on sourcing—source credibility and reliable processes for producing knowledge claims. Reading and Writing, 2016, 29, 1701-1717.	1.7	11
12	Outgoing Editor's Statement: A Perspective on *EP* and Debates in Education. Educational Psychologist, 2016, 51, 3-6.	9.0	0
13	New Directions for Research on Argumentation: Insights from the AIR Framework for Epistemic Cognition. Zeitschrift Fur Padagogische Psychologie, 2016, 30, 155-161.	3.0	6
14	Welcome to Dr. Kathryn Wentzel, Editor of *Educational Psychologist*. Educational Psychologist, 2015, 50, 95-95.	9.0	1
15	Expanding the Dimensions of Epistemic Cognition: Arguments From Philosophy and Psychology. Educational Psychologist, 2011, 46, 141-167.	9.0	318
16	Promoting Middle School Students' Understandings of Molecular Genetics. Research in Science Education, 2011, 41, 147-167.	2.3	23
17	Learners' epistemic criteria for good scientific models. Journal of Research in Science Teaching, 2011, 48, 486-511.	3.3	145
18	Conceptual Change—Multiple Routes, Multiple Mechanisms: A Commentary on Ohlsson (2009). Educational Psychologist, 2009, 44, 48-57.	9.0	22

#	Article	IF	Citations
19	Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006). Educational Psychologist, 2007, 42, 99-107.	9.0	1,475
20	Children's responses to anomalous scientific data: How is conceptual change impeded?. Journal of Educational Psychology, 2002, 94, 327-343.	2.9	133
21	Authentic inquiry: Introduction to the special section. Science Education, 2002, 86, 171-174.	3.0	37
22	Epistemologically authentic inquiry in schools: A theoretical framework for evaluating inquiry tasks. Science Education, 2002, 86, 175-218.	3.0	928
23	Patterns of Discourse in Two Kinds of Literature Discussion. Reading Research Quarterly, 2001, 36, 378-411.	3.3	218
24	Distinguishing Between Understanding and Belief. Theory Into Practice, 2001, 40, 235-241.	1.6	26
25	Models of Data: A Theory of How People Evaluate Data. Cognition and Instruction, 2001, 19, 323-393.	2.9	115
26	The Structure of Discourse in Collaborative Learning. Journal of Experimental Education, 2000, 69, 77-97.	2.6	144
27	Explanation in Scientists and Children. Minds and Machines, 1998, 8, 119-136.	4.8	78
28	The Structure of Discussions that Promote Reasoning. Teachers College Record, 1998, 100, 315-368.	0.9	106
29	On the Logical Integrity of Children's Arguments. Cognition and Instruction, 1997, 15, 135-167.	2.9	115
30	Mental Models in Data Interpretation. Philosophy of Science, 1996, 63, S211-S219.	1.0	9
31	The Role of Anomalous Data in Knowledge Acquisition: A Theoretical Framework and Implications for Science Instruction. Review of Educational Research, 1993, 63, 1-49.	7.5	1,047
32	Situated Actions During Reading Lessons: A Microanalysis of Oral Reading Error Episodes. American Educational Research Journal, 1993, 30, 361-392.	2.7	28
33	Experts' reasoning about the replication crisis: Apt epistemic performance and actor-oriented transfer. Journal of the Learning Sciences, 0, , 1-50.	2.9	4