

# Nancy J Pelaez

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5424392/publications.pdf>

Version: 2024-02-01

36  
papers

1,378  
citations

567281

15  
h-index

345221

36  
g-index

43  
all docs

43  
docs citations

43  
times ranked

1131  
citing authors

#	ARTICLE	IF	CITATIONS
1	Development and Validation of a Rubric for Diagnosing Students'™ Experimental Design Knowledge and Difficulties. CBE Life Sciences Education, 2014, 13, 265-284.	2.3	81
2	PROBLEM-BASED WRITING WITH PEER REVIEW IMPROVES ACADEMIC PERFORMANCE IN PHYSIOLOGY. American Journal of Physiology - Advances in Physiology Education, 2002, 26, 174-184.	1.6	74
3	Prevalence of blood circulation misconceptions among prospective elementary teachers. American Journal of Physiology - Advances in Physiology Education, 2005, 29, 172-181.	1.6	39
4	How to Identify the Research Abilities That Instructors Anticipate Students Will Develop in a Biochemistry Course-Based Undergraduate Research Experience (CURE). CBE Life Sciences Education, 2018, 17, es4.	2.3	36
5	Science Faculty with Education Specialties. Science, 2008, 322, 1795-1796.	12.6	35
6	H2O2 mediates Ca <sup>2+</sup> - and MLC2 phosphorylation-independent contraction in intact and permeabilized vascular muscle. American Journal of Physiology - Heart and Circulatory Physiology, 2000, 279, H1185-H1193.	3.2	31
7	On Hiring Science Faculty with Education Specialties for Your Science (Not Education) Department. CBE Life Sciences Education, 2006, 5, 297-305.	2.3	30
8	Student Perceptions of Their Gains in Course-Based Undergraduate Research Abilities Identified as the Anticipated Learning Outcomes for a Biochemistry CURE. Journal of Chemical Education, 2020, 97, 56-65.	2.3	26
9	Investigation of Science Faculty with Education Specialties within the Largest University System in the United States. CBE Life Sciences Education, 2011, 10, 25-42.	2.3	25
10	Widespread distribution and unexpected variation among science faculty with education specialties (SFES) across the United States. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 7170-7175.	7.1	22
11	A Model of How Different Biology Experts Explain Molecular and Cellular Mechanisms. CBE Life Sciences Education, 2015, 14, ar20.	2.3	22
12	Calibrated peer review for computer-assisted learning of biological research competencies. Biochemistry and Molecular Biology Education, 2010, 38, 290-295.	1.2	19
13	Anticipated learning outcomes for a biochemistry course-based undergraduate research experience aimed at predicting protein function from structure: Implications for assessment design. Biochemistry and Molecular Biology Education, 2018, 46, 478-492.	1.2	17
14	From Vision to Change: Educational Initiatives and Research at the Intersection of Physics and Biology. CBE Life Sciences Education, 2013, 12, 117-119.	2.3	15
15	Misalignments: Challenges in Cultivating Science Faculty with Education Specialties in Your Department. BioScience, 2015, 65, 81-89.	4.9	15
16	Development of the Neuron Assessment for Measuring Biology Students'™ Use of Experimental Design Concepts and Representations. CBE Life Sciences Education, 2016, 15, ar10.	2.3	15
17	Biology and Nursing Students' Perceptions of a Web-based Information Literacy Tutorial. Communications in Information Literacy, 2012, 5, 187.	0.5	15
18	A Role for Postdocs in Undergraduate Education. Science, 2010, 327, 522-523.	12.6	14

#	ARTICLE	IF	CITATIONS
19	The Need to Be Sure About CUREs: Discovery and Relevance as Critical Elements of CUREs for Nonmajors. <i>Journal of Microbiology and Biology Education</i> , 2018, 19, .	1.0	13
20	A Community-Building Framework for Collaborative Research Coordination across the Education and Biology Research Disciplines. <i>CBE Life Sciences Education</i> , 2018, 17, es2.	2.3	13
21	Intracellular and extracellular calcium utilization during hypoxic vasoconstriction of cyclostome aortas. <i>American Journal of Physiology - Regulatory Integrative and Comparative Physiology</i> , 2001, 281, R1506-R1513.	1.8	11
22	A Faculty-Development Model for Transforming Introductory Biology and Ecology Courses. <i>BioScience</i> , 2012, 62, 416-427.	4.9	11
23	Exploring the MACH Model's Potential as a Metacognitive Tool to Help Undergraduate Students Monitor Their Explanations of Biological Mechanisms. <i>CBE Life Sciences Education</i> , 2016, 15, ar12.	2.3	11
24	Demand for interdisciplinary laboratories for physiology research by undergraduate students in biosciences and biomedical engineering. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2008, 32, 256-260.	1.6	9
25	An instructional design process based on expert knowledge for teaching students how mechanisms are explained. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2016, 40, 265-273.	1.6	9
26	A Model of the Use of Evolutionary Trees (MUET) to Inform K-14 Biology Education. <i>American Biology Teacher</i> , 2017, 79, 81-90.	0.2	9
27	How to Identify and Interpret Evolutionary Tree Diagrams. <i>Journal of Biological Education</i> , 2016, 50, 395-406.	1.5	7
28	Oxidized Low Density Lipoprotein (OX-LDL) Induced Arterial Muscle Contraction Signaling Mechanisms. <i>Open Hypertension Journal</i> , 2014, 6, 20-26.	0.8	7
29	A Vision for Change in Bioscience Education: Building on Knowledge from the Past. <i>BioScience</i> , 2015, 65, 90-100.	4.9	6
30	Blood circulation laboratory investigations with video are less investigative than instructional blood circulation laboratories with live organisms. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2008, 32, 55-60.	1.6	5
31	A cross-cultural comparison of high school students' responses to a science centre show on the physics of sound in South Africa. <i>Public Understanding of Science</i> , 2017, 26, 806-814.	2.8	5
32	How Four Scientists Integrate Thermodynamic and Kinetic Theory, Context, Analogies, and Methods in Protein-Folding and Dynamics Research: Implications for Biochemistry Instruction. <i>CBE Life Sciences Education</i> , 2018, 17, ar13.	2.3	5
33	APS undergraduate brainstorming summit report. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2007, 31, 380-386.	1.6	4
34	Using expert data to inform the use of research methods and representations to enhance biochemistry instruction and textbook design. <i>Biochemistry and Molecular Biology Education</i> , 2019, 47, 513-531.	1.2	3
35	The Problem with Teaching Experimentation: Development and Use of a Framework to Define Fundamental Competencies for Biological Experimentation. , 2022, , 3-27.		3
36	The Conceptual Analysis of Disciplinary Evidence (CADE) framework as a guide for evidentiary reasoning: A practical implementation in a Hardy-Weinberg Equilibrium (HWE) laboratory investigation. <i>Journal of Biological Education</i> , 0, , 1-25.	1.5	1