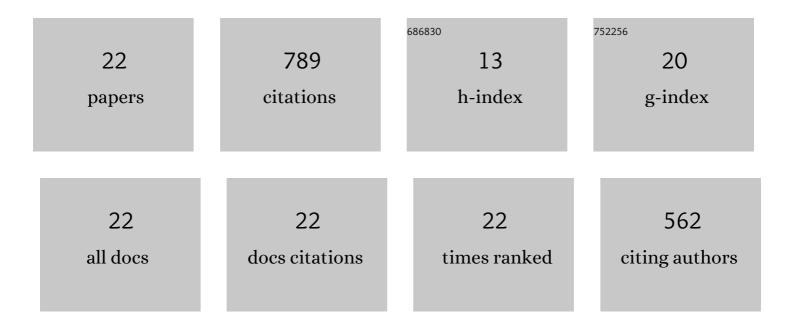
## MaryKay Orgill

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/6613188/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Introduction to Systems Thinking for the Chemistry Education Community. Journal of Chemical Education, 2019, 96, 2720-2729.	1.1	125
2	Analysis of Essential Features of Inquiry Found in Articles Published in <i> The Science Teacher</i> , 1998–2007. Journal of Science Teacher Education, 2010, 21, 57-79.	1.4	86
3	Applications of Systems Thinking in STEM Education. Journal of Chemical Education, 2019, 96, 2742-2751.	1.1	86
4	Undergraduate chemistry students' perceptions of and misconceptions about buffers and buffer problems. Chemistry Education Research and Practice, 2008, 9, 131-143.	1.4	61
5	WHAT RESEARCH TELLS US ABOUT USING ANALOGIES TO TEACH CHEMISTRY. Chemistry Education Research and Practice, 2004, 5, 15-32.	1.4	59
6	An analysis of the effectiveness of analogy use in college-level biochemistry textbooks. Journal of Research in Science Teaching, 2006, 43, 1040-1060.	2.0	59
7	Variation theory: A theory of learning and a useful theoretical framework for chemical education research. Chemistry Education Research and Practice, 2013, 14, 9-22.	1.4	52
8	Graphical Tools for Conceptualizing Systems Thinking in Chemistry Education. Journal of Chemical Education, 2019, 96, 2888-2900.	1.1	37
9	Understanding Teachers' Conceptions of Classroom Inquiry With a Teaching Scenario Survey Instrument. Journal of Science Teacher Education, 2008, 19, 337-354.	1.4	33
10	ChEMIST Table: A Tool for Designing or Modifying Instruction for a Systems Thinking Approach in Chemistry Education. Journal of Chemical Education, 2020, 97, 2114-2129.	1.1	33
11	Brokering at the boundary: A prospective science teacher engages students in inquiry. Science Education, 2006, 90, 522-543.	1.8	32
12	Locks and keys. Biochemistry and Molecular Biology Education, 2007, 35, 244-254.	0.5	31
13	Future Directions for Systems Thinking in Chemistry Education: Putting the Pieces Together. Journal of Chemical Education, 2019, 96, 3000-3005.	1.1	26
14	Biochemistry instructors' perceptions of analogies and their classroom use. Chemistry Education Research and Practice, 2015, 16, 731-746.	1.4	16
15	Variation Theory. , 2012, , 3391-3393.		15
16	What do biochemistry students pay attention to in external representations of protein translation? The case of the Shine–Dalgarno sequence. Chemistry Education Research and Practice, 2015, 16, 714-730.	1.4	10
17	How Effective Is the Use of Analogies in Science Textbooks?. , 2013, , 79-99.		8
18	Relationship between teaching assistants' perceptions of student learning challenges and their use of external representations when teaching acid–base titrations in introductory chemistry laboratory courses. Chemistry Education Research and Practice, 2019, 20, 821-836.	1.4	7

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#	Article	IF	CITATIONS
19	Toward Equitable Assessment of English Language Learners in General Chemistry: Identifying Supportive Features in Assessment Items. Journal of Chemical Education, 2022, 99, 35-48.	1.1	6
20	Teaching and learning about the interface between chemistry and biology. Chemistry Education Research and Practice, 2015, 16, 711-713.	1.4	3
21	Biochemistry instructors' use of intentions for student learning to evaluate and select external representations of protein translation. Chemistry Education Research and Practice, 2019, 20, 787-803.	1.4	2
22	Thoughts on Using Systems Thinking to Develop Chemistry Students' Professional Skills. ACS Symposium Series, 2020, , 81-102.	0.5	2