

MaryKay Orgill

List of Publications by Year in descending order

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Version: 2024-02-01

22
papers

789
citations

686830

13
h-index

752256

20
g-index

22
all docs

22
docs citations

22
times ranked

562
citing authors

#	ARTICLE	IF	CITATIONS
1	Toward Equitable Assessment of English Language Learners in General Chemistry: Identifying Supportive Features in Assessment Items. <i>Journal of Chemical Education</i> , 2022, 99, 35-48.	1.1	6
2	Thoughts on Using Systems Thinking to Develop Chemistry Students'™ Professional Skills. <i>ACS Symposium Series</i> , 2020, , 81-102.	0.5	2
3	ChEMIST Table: A Tool for Designing or Modifying Instruction for a Systems Thinking Approach in Chemistry Education. <i>Journal of Chemical Education</i> , 2020, 97, 2114-2129.	1.1	33
4	Biochemistry instructors'™ use of intentions for student learning to evaluate and select external representations of protein translation. <i>Chemistry Education Research and Practice</i> , 2019, 20, 787-803.	1.4	2
5	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. <i>Chemistry Education Research and Practice</i> , 2019, 20, 821-836.	1.4	7
6	Graphical Tools for Conceptualizing Systems Thinking in Chemistry Education. <i>Journal of Chemical Education</i> , 2019, 96, 2888-2900.	1.1	37
7	Future Directions for Systems Thinking in Chemistry Education: Putting the Pieces Together. <i>Journal of Chemical Education</i> , 2019, 96, 3000-3005.	1.1	26
8	Introduction to Systems Thinking for the Chemistry Education Community. <i>Journal of Chemical Education</i> , 2019, 96, 2720-2729.	1.1	125
9	Applications of Systems Thinking in STEM Education. <i>Journal of Chemical Education</i> , 2019, 96, 2742-2751.	1.1	86
10	Biochemistry instructors' perceptions of analogies and their classroom use. <i>Chemistry Education Research and Practice</i> , 2015, 16, 731-746.	1.4	16
11	What do biochemistry students pay attention to in external representations of protein translation? The case of the Shine-Dalgarno sequence. <i>Chemistry Education Research and Practice</i> , 2015, 16, 714-730.	1.4	10
12	Teaching and learning about the interface between chemistry and biology. <i>Chemistry Education Research and Practice</i> , 2015, 16, 711-713.	1.4	3
13	Variation theory: A theory of learning and a useful theoretical framework for chemical education research. <i>Chemistry Education Research and Practice</i> , 2013, 14, 9-22.	1.4	52
14	How Effective Is the Use of Analogies in Science Textbooks?. , 2013, , 79-99.		8
15	Variation Theory. , 2012, , 3391-3393.		15
16	Analysis of Essential Features of Inquiry Found in Articles Published in <i>The Science Teacher</i> , 1998-2007. <i>Journal of Science Teacher Education</i> , 2010, 21, 57-79.	1.4	86
17	Understanding Teachers'™ Conceptions of Classroom Inquiry With a Teaching Scenario Survey Instrument. <i>Journal of Science Teacher Education</i> , 2008, 19, 337-354.	1.4	33
18	Undergraduate chemistry students'™ perceptions of and misconceptions about buffers and buffer problems. <i>Chemistry Education Research and Practice</i> , 2008, 9, 131-143.	1.4	61

#	ARTICLE	IF	CITATIONS
19	Locks and keys. <i>Biochemistry and Molecular Biology Education</i> , 2007, 35, 244-254.	0.5	31
20	Brokering at the boundary: A prospective science teacher engages students in inquiry. <i>Science Education</i> , 2006, 90, 522-543.	1.8	32
21	An analysis of the effectiveness of analogy use in college-level biochemistry textbooks. <i>Journal of Research in Science Teaching</i> , 2006, 43, 1040-1060.	2.0	59
22	WHAT RESEARCH TELLS US ABOUT USING ANALOGIES TO TEACH CHEMISTRY. <i>Chemistry Education Research and Practice</i> , 2004, 5, 15-32.	1.4	59