

# Gavin W Fulmer

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7184531/publications.pdf>

Version: 2024-02-01

32  
papers

500  
citations

759233

12  
h-index

752698

20  
g-index

33  
all docs

33  
docs citations

33  
times ranked

348  
citing authors

#	ARTICLE	IF	CITATIONS
1	Multi-level model of contextual factors and teachers'™ assessment practices: an integrative review of research. <i>Assessment in Education</i> , 2015, 22, 475-494.	1.2	61
2	The challenges of alignment for the Next Generation Science Standards. <i>Journal of Research in Science Teaching</i> , 2018, 55, 1076-1100.	3.3	36
3	Alignment Between the Science Curriculum and Assessment in Selected NY State Regents Exams. <i>Journal of Science Education and Technology</i> , 2008, 17, 373-383.	3.9	34
4	Alignment between the physics content standard and the standardized test: A comparison among the United States'™New York State, Singapore, and China'™Jiangsu. <i>Science Education</i> , 2009, 93, 777-797.	3.0	31
5	Value, practice and proficiency: Teachers' complex relationship with assessment for learning. <i>Teaching and Teacher Education</i> , 2019, 80, 39-47.	3.2	30
6	Estimating Critical Values for Strength of Alignment Among Curriculum, Assessments, and Instruction. <i>Journal of Educational and Behavioral Statistics</i> , 2011, 36, 381-402.	1.7	29
7	The Effects of a Model-Based Physics Curriculum Program with a Physics First Approach: a Causal-Comparative Study. <i>Journal of Science Education and Technology</i> , 2012, 21, 114-124.	3.9	25
8	Applying a Force and Motion Learning Progression over an Extended Time Span using the Force Concept Inventory. <i>International Journal of Science Education</i> , 2014, 36, 2918-2936.	1.9	24
9	Undergraduates'™ Attitudes Toward Science and Their Epistemological Beliefs: Positive Effects of Certainty and Authority Beliefs. <i>Journal of Science Education and Technology</i> , 2014, 23, 198-206.	3.9	23
10	Is it harder to know or to reason? Analyzing two-tier science assessment items using the Rasch measurement model. <i>Asia-Pacific Science Education</i> , 2015, 1, .	0.8	19
11	VALIDATING PROPOSED LEARNING PROGRESSIONS ON FORCE AND MOTION USING THE FORCE CONCEPT INVENTORY: FINDINGS FROM SINGAPORE SECONDARY SCHOOLS. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 1235-1254.	2.5	19
12	Youth purpose, meaning in life, social support and life satisfaction among adolescents in Singapore and Israel. <i>Journal of Educational Change</i> , 2020, 21, 299-322.	3.6	18
13	Development of a questionnaire on teachers' knowledge of language as an epistemic tool. <i>Journal of Research in Science Teaching</i> , 2021, 58, 459-490.	3.3	15
14	Adolescents finding purpose: Comparing purpose and life satisfaction in the context of Singaporean and Israeli moral education. <i>Journal of Moral Education</i> , 2017, 46, 308-322.	1.5	14
15	Constraints on Conceptual Change: How Elementary Teachers'™ Attitudes and Understanding of Conceptual Change Relate to Changes in Students'™ Conceptions. <i>Journal of Science Teacher Education</i> , 2013, 24, 1219-1236.	2.5	13
16	Refining Methods for Estimating Critical Values for an Alignment Index. <i>Journal of Research on Educational Effectiveness</i> , 2013, 6, 380-395.	1.6	13
17	Relationships among Singaporean secondary teachers'™ conceptions of assessment and school and policy contextual factors. <i>Assessment in Education</i> , 2019, 26, 166-183.	1.2	12
18	Middle leaders'™ perceptions and actions on assessment: the technical, tactical and ethical. <i>School Leadership and Management</i> , 2020, 40, 45-63.	1.6	12

#	ARTICLE	IF	CITATIONS
19	A generative professional development program for the development of science teacher epistemic orientations and teaching practices. <i>Instructional Science</i> , 2022, 50, 143-167.	2.0	12
20	Is epistemic orientation the chicken or the egg in professional development for knowledge generation approaches?. <i>Teaching and Teacher Education</i> , 2022, 116, 103747.	3.2	9
21	Tests of alignment among assessment, standards, and instruction using generalized linear model regression. <i>Educational Assessment, Evaluation and Accountability</i> , 2014, 26, 225-240.	2.3	8
22	Examining the interdependence in the growth of students' language and argument competencies in replicative and generative learning environments. <i>Journal of Research in Science Teaching</i> , 2021, 58, 1457-1488.	3.3	7
23	Measuring Model-Based High School Science Instruction: Development and Application of a Student Survey. <i>Journal of Science Education and Technology</i> , 2013, 22, 37-46.	3.9	6
24	How Do Secondary Science Teachers Perceive the Use of Interactive Simulations? The Affordance in Singapore Context. <i>Journal of Science Education and Technology</i> , 2018, 27, 550-565.	3.9	6
25	Middle school student attitudes toward science, and their relationships with instructional practices: a survey of Chinese students' preferred versus actual instruction. <i>Asia-Pacific Science Education</i> , 2019, 5, .	0.8	6
26	Developing latent constructs of dialogic interaction to examine the epistemic climate: Rasch modeling. <i>School Science and Mathematics</i> , 2021, 121, 164-174.	0.9	5
27	Unpacking the connections between 8th graders' climate literacy and epistemic cognition. <i>Journal of Research in Science Teaching</i> , 2021, 58, 1527-1556.	3.3	5
28	Validation of Classroom Teacher Interaction Skills Scale. <i>Asia-Pacific Education Researcher</i> , 2019, 28, 429-446.	3.7	3
29	Science Teaching Practices in Junior Secondary Schools. <i>Contemporary Trends and Issues in Science Education</i> , 2017, , 85-100.	0.5	2
30	An Alignment Analysis of Junior High School Chemistry Curriculum Standards and City-Wide Exit Exams in China. , 2013, , 157-169.		2
31	Response to "Defining the Third Dimension, A Necessary Precursor to Fulmer et al.'s Challenges". <i>Journal of Research in Science Teaching</i> , 2019, 56, 535-536.	3.3	1
32	Policies for Broadening Implementation of Research-Based Pedagogy in Undergraduate STEM Education: Possible Models, Limitations, and Solutions. , 2014, , 15-26.		0