

Rui Vieira

List of Publications by Year in descending order

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Version: 2024-02-01

37
papers

213
citations

1307594

7
h-index

1125743

13
g-index

40
all docs

40
docs citations

40
times ranked

203
citing authors

#	ARTICLE	IF	CITATIONS
1	Transmedia in Geosciences Education. <i>Geosciences (Switzerland)</i> , 2022, 12, 171.	2.2	1
2	Can "Integrated Learning" with English support science education? A case study in Portugal. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2022, 18, em2114.	1.3	2
3	Steering clear from "lost in translation": cross-cultural translation, adaptation, and validation of critical thinking mindset self-rating form to university students. <i>Studies in Higher Education</i> , 2021, 46, 638-648.	4.5	1
4	Mobile App for Science Education: Designing the Learning Approach. <i>Education Sciences</i> , 2021, 11, 79.	2.6	13
5	PROMOVER O PENSAMENTO CRÍTICO E CRIATIVO NO ENSINO DAS CIÊNCIAS: PROPOSTAS DIDÁTICAS E SEUS CONTRIBUTOS EM ALUNOS PORTUGUESES. <i>Investigacoes Em Ensino De Ciencias</i> , 2021, 26, 70.	0.2	4
6	Professores acolhedores. <i>Revista Educação Em Questão</i> , 2021, 59, .	0.1	0
7	Scientific literacy in the early years "practical work as a teaching and learning strategy. <i>Early Child Development and Care</i> , 2020, 190, 64-78.	1.3	7
8	Development of an online digital resource accessible for students with visual impairment or blindness: Challenges and strategies. <i>Work</i> , 2020, 65, 333-342.	1.1	7
9	A Importância do Pensamento Crítico em Inovações Curriculares: interface com a educação sexual emancipatória. <i>Educação (UFSM)</i> , 2020, 45, .	0.1	1
10	ANÁLISE DE SEQUÊNCIAS DIDÁTICAS DE QUÍMICA POR MEIO DE UM INSTRUMENTO PARA A AVALIAÇÃO DO PENSAMENTO CRÍTICO E ENSINO CTS. <i>Pósis - Revista Do Programa De Pós-Graduação Em Educação</i> , 2020, 14, 380.	0.0	1
11	TEACHERS' VIEW OF LANGUAGE(S) IN (CLIL) SCIENCE EDUCATION: A CASE STUDY IN PORTUGAL. <i>Problems of Education in the 21st Century</i> , 2019, 77, 636-649.	0.7	3
12	Estratégias Promotoras do Pensamento Crítico: Faz parte das Práticas didático-pedagógicas? Strategies Promoting Critical Thinking: Is It Part of Didactic-Pedagogical Practices?. <i>Saber & Educar</i> , 2019, , .	0.0	0
13	FORMAÇÃO DE PROFESSORES DE CIÊNCIAS PARA A PROMOÇÃO DO PENSAMENTO CRÍTICO NO BRASIL: ESTADO DA ARTE. <i>Ensino De Ciência E Tecnologia Em Revista</i> , 2019, 9, 93.	0.1	2
14	PRÁTICA COMO COMPONENTE CURRICULAR: HORIZONTES DE COMPREENSÃO DOS FORMADORES DE PROFESSORES DE QUÍMICA. <i>Investigacoes Em Ensino De Ciencias</i> , 2019, 24, 181.	0.2	5
15	A Design Framework for Science Teachers' Technological Pedagogical Content Knowledge Development. <i>Advances in Intelligent Systems and Computing</i> , 2018, , 193-203.	0.6	2
16	What Students Tell Teachers about Practices that Integrate Subjects with English in a Lower Secondary School in Portugal. <i>E-TEALS</i> , 2018, 9, 57-76.	0.1	3
17	RECOLHA E ANÁLISE DE DADOS NUMA PERSPECTIVA FENOMENOLÓGICA: registros das redes sociais como corpus documental numa investigação em educação. <i>Cadernos De Pesquisa</i> , 2018, 25, 185.	0.0	0
18	Education for sustainable development: an exploratory study in a Portuguese University. <i>International Journal of Sustainability in Higher Education</i> , 2017, 18, 956-970.	3.1	10

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19	Why a Logbook? A backpack journey as a metaphor for product design education. Design Journal, 2017, 20, S1530-S1542.	0.8	7
20	A preliminary proposal of a conceptual educational data mining framework for science education: Scientific competences development and self-regulated learning. , 2017, , .		4
21	DIGITAL TEXTBOOKS: ANALYSIS TOOL FOR SCIENCE EDUCATION IN THE FIRST YEARS OF SCHOOLING. , 2017, , .		0
22	Raising inclusion through an online community. , 2016, , .		0
23	A learning toolkit to promote creative and critical thinking in product design and development through Design Thinking. , 2016, , .		11
24	Fostering Scientific Literacy and Critical Thinking in Elementary Science Education. International Journal of Science and Mathematics Education, 2016, 14, 659-680.	2.5	81
25	Práticas didático-pedagógicas de ciências: Estratégias de ensino / aprendizagem promotoras do pensamento crítico. Saber & Educar, 2016, , 34.	0.0	4
26	Promoting Science-Technology-Society/Critical Thinking Orientation in Basic Education. , 2016, , 195-205.		0
27	Initial and In-Service Teacher Education in Sciences – What Portuguese Kindergarten Teachers Say about Their Teaching Practices. Journal of Modern Education Review, 2014, 4, 997-1011.	0.0	0
28	Literacia e pensamento crítico: um referencial para a educação em ciências e em matemática. Revista Brasileira De Educacao, 2013, 18, 163-188.	0.4	11
29	Connecting Families and Schools of Students with Deafness: Describing the ICT and Internet use in Education. Procedia Computer Science, 2012, 14, 163-172.	2.0	9
30	Desenvolvimento de recursos didáticos informatizados no âmbito da educação para o desenvolvimento sustentável. o exemplo do courseware SeRe. Revista Eureka Sobre Enseñanza Y Divulgación De Las Ciencias, 2010, 7, 330-345.	0.4	0
31	Diseño y validación de actividades de laboratorio para promover el pensamiento crítico de los alumnos. Revista Eureka Sobre Enseñanza Y Divulgación De Las Ciencias, 2006, 3, 452-466.	0.4	9
32	Construcción de prácticas didático-pedagógicas con orientación CTS: impacto de un programa de formación continuada de profesores de ciencias del ensino básico. Ciencia & Educación, 2005, 11, 191-211.	0.4	6
33	A participatory framework proposal for guiding researchers through an educational mobile app development. Research in Learning Technology, 0, 28, .	2.3	2
34	Promoting critical thinking in higher education in the context of teacher professional development. , 0, , .		3
35	O pensamento crítico: As mudanças necessárias no contexto universitário. Revista De Estudios E Investigación En Psicología Y Educación, 0, , 012-016.	0.4	3
36	HORIZONTES COMPREENSIVOS DA CONSTITUIÇÃO DO SER PROFESSOR DE QUÍMICA NO ESPAÇO DA PRÁTICA COMO COMPONENTE CURRICULAR: UM ESTUDO DE CASO. Ensaio Pesquisa Em Educação Em Ciências, 0, 21, .	0.4	0

#	ARTICLE	IF	CITATIONS
37	Repercussões das tecnologias digitais sobre o desempenho de atenção: em busca de evidências científicas. Revista Brasileira De Educacao, 0, 25, .	0.4	1