Norman G Lederman

List of Publications by Year
in descending order

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61 papers	7,957 citations	172457 29 h-index	189892 50 g-index
62 all docs	62 docs citations	62 times ranked	2067 citing authors

#	Article	IF	Citations
1	Students' and teachers' conceptions of the nature of science: A review of the research. Journal of Research in Science Teaching, 1992, 29, 331-359.	3.3	1,419
2	Improving science teachers' conceptions of nature of science: a critical review of the literature. International Journal of Science Education, 2000, 22, 665-701.	1.9	833
3	The nature of science and instructional practice: Making the unnatural natural. Science Education, 1998, 82, 417-436.	3.0	690
4	Developing views of nature of science in an authentic context: An explicit approach to bridging the gap between nature of science and scientific inquiry. Science Education, 2004, 88, 610-645.	3.0	538
5	Influence of a Reflective Explicit Activity-Based Approach on Elementary Teachers' Conceptions of Nature of Science. Journal of Research in Science Teaching, 2000, 37, 295-317.	3.3	433
6	The influence of history of science courses on students' views of nature of science. Journal of Research in Science Teaching, 2000, 37, 1057-1095.	3.3	430
7	Teachers' understanding of the nature of science and classroom practice: Factors that facilitate or impede the relationship. Journal of Research in Science Teaching, 1999, 36, 916-929.	3.3	399
8	Just do it? impact of a science apprenticeship program on high school students' understandings of the nature of science and scientific inquiry. Journal of Research in Science Teaching, 2003, 40, 487-509.	3.3	368
9	Understandings of the nature of science and decision making on science and technology based issues. Science Education, 2003, 87, 352-377.	3.0	301
10	Meaningful assessment of learners' understandings about scientific inquiry-The views about scientific inquiry (VASI) questionnaire. Journal of Research in Science Teaching, 2014, 51, 65-83.	3.3	237
11	Students' perceptions of tentativeness in science: Development, use, and sources of change. Science Education, 1990, 74, 225-239.	3.0	234
12	Teaching nature of science within a controversial topic: Integrated versus nonintegrated. Journal of Research in Science Teaching, 2006, 43, 395-418.	3.3	209
13	Science teachers' conceptions of the nature of science: Do they really influence teaching behavior?. Science Education, 1987, 71, 721-734.	3.0	201
14	Developing and acting upon one's conception of the nature of science: A follow-up study. Journal of Research in Science Teaching, 2000, 37, 563-581.	3.3	196
15	Nature of Science, Scientific Inquiry, and Socio-Scientific Issues Arising from Genetics: A Pathway to Developing a Scientifically Literate Citizenry. Science and Education, 2014, 23, 285-302.	2.7	156
16	The nature and development of preservice science teachers' conceptions of subject matter and pedagogy. Journal of Research in Science Teaching, 1994, 31, 129-146.	3.3	147
17	Preservice biology teachers' knowledge structures as a function of professional teacher education: A year-long assessment. Science Education, 1993, 77, 25-45.	3.0	109
18	Biology teachers' perceptions of subject matter structure and its relationship to classroom practice. Journal of Research in Science Teaching, 1995, 32, 301-325.	3.3	101

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19	Science teachers' diagnosis and understanding of students' preconceptions. Science Education, 2003, 87, 849-867.	3.0	96
20	Assessing the Nature of Science: What is the Nature of Our Assessments?. Science and Education, 1998, 7, 595-615.	2.7	85
21	Teachers' knowledge structures for nature of science and scientific inquiry: Conceptions and classroom practice. Journal of Research in Science Teaching, 2014, 51, 1150-1184.	3.3	82
22	The effect of teachers' language on students' conceptions of the nature of science. Journal of Research in Science Teaching, 1989, 26, 771-783.	3.3	65
23	Implicit versus explicit nature of science instruction: An explicit response to Palmquist and Finley. Journal of Research in Science Teaching, 1998, 35, 1057-1061.	3.3	64
24	A series of misrepresentations: A response to Allchin's whole approach to assessing nature of science understandings. Science Education, 2012, 96, 685-692.	3.0	61
25	An international collaborative investigation of beginning seventh grade students' understandings of scientific inquiry: Establishing a baseline. Journal of Research in Science Teaching, 2019, 56, 486-515.	3.3	52
26	Classroom factors related to changes in students' conceptions of the nature of science. Journal of Research in Science Teaching, 1985, 22, 649-662.	3.3	46
27	The effect of levels of cooperation within physical science laboratory groups on physical science achievement. Journal of Research in Science Teaching, 1994, 31, 167-181.	3.3	45
28	Fallacies and student discourse: Conceptualizing the role of critical thinking in science education. Science Education, 1992, 76, 437-450.	3.0	44
29	Knowledge about Inquiry: A study in South African high schools. International Journal of Science Education, 2014, 36, 3125-3147.	1.9	34
30	Mendelian Genetics as a Platform for Teaching About Nature of Science and Scientific Inquiry: The Value of Textbooks. Science and Education, 2015, 24, 205-225.	2.7	32
31	Learning experimentation through science fairs. International Journal of Science Education, 2016, 38, 2367-2387.	1.9	32
32	Metamorphosis, adaptation, or evolution?: Preservice science teachers' concerns and perceptions of teaching and planning. Science Education, 1991, 75, 443-456.	3.0	29
33	USING SCIENCE CAMPS TO DEVELOP UNDERSTANDINGS ABOUT SCIENTIFIC INQUIRYâ€"TAIWANESE STUDENTS IN A U.S. SUMMER SCIENCE CAMP. International Journal of Science and Mathematics Education, 2016, 14, 29-53.	2.5	24
34	Suchting on the nature of scientific thought: Are we anchoring curricula in quicksand?. Science and Education, 1995, 4, 371-377.	2.7	22
35	International collaborative follow-up investigation of graduating high school studentsâ€™ understandings of the nature of scientific inquiry: is progress Being made?. International Journal of Science Education, 2021, 43, 991-1016.	1.9	18
36	A Comprehensive Review of Instruments Measuring Attitudes Toward Science. Research in Science Education, 2022, 52, 567-582.	2.3	17

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37	Teaching and Learning of Nature of Scientific Knowledge and Scientific Inquiry: Building Capacity through Systematic Research-Based Professional Development. Journal of Science Teacher Education, 2019, 30, 737-762.	2.5	16
38	The preservice microteaching course and science teachers' instructional decisions: A qualitative analysis. Journal of Research in Science Teaching, 1990, 27, 717-726.	3.3	15
39	Improving Chinese junior high school studentsâ€™ ability to ask critical questions. Journal of Research in Science Teaching, 2017, 54, 963-987.	3.3	12
40	Investigating the development of secondary studentsâ€™ views about scientific inquiry. International Journal of Science Education, 2020, 42, 906-933.	1.9	11
41	Views About Scientific Inquiry: A Study of Studentsâ€™ Understanding of Scientific Inquiry in Grade 7 and 12 in Sweden. Scandinavian Journal of Educational Research, 2022, 66, 336-354.	1.7	11
42	Informal Science Educatorsâ€™ Views about Nature of Scientific Knowledge. International Journal of Science Education, Part B: Communication and Public Engagement, 2014, 4, 123-146.	1.5	8
43	The influence of history of science courses on students' views of nature of science. Journal of Research in Science Teaching, 2000, 37, 1057-1095.	3.3	7
44	Comfort and Content: Considerations for Informal Science Professional Development. International Journal of Science Education, Part B: Communication and Public Engagement, 2014, 4, 356-375.	1.5	6
45	The Education and Evaluation of Effective Teaching: The Continuing Challenge for Teacher Educators and Schools of Education. Journal of Science Teacher Education, 2017, 28, 567-573.	2.5	4
46	The Future of Peer Review. Journal of Science Teacher Education, 2017, 28, 219-221.	2.5	3
47	Development of the instrument of question-answer process (IQAP) and its application in examining salient characteristics between pre- and in-service teachers in senior high school chemistry class. International Journal of Science Education, 2019, 41, 1228-1245.	1.9	3
48	The nature of science and instructional practice: Making the unnatural natural. , 1998, 82, 417.		3
49	EstÃ¡gio com Pesquisa na FormaÃ§Ã£o Inicial de Professores: transformaÃ§Ã£o dos sentidos sobre a atividade docente. CiÃªncia & EducaÃ§Ã£o, 0, 27, .	0.4	2
50	Developing and acting upon one's conception of the nature of science: A followâ€up study. Journal of Research in Science Teaching, 2000, 37, 563-581.	3.3	2
51	VASI Questionnaire in the context of Brazilian Secondary Education: an Analysis of the Students' Understanding of Scientific Inquiry. CiÃªncia & EducaÃ§Ã£o, 0, 26, .	0.4	2
52	Implicit versus explicit nature of science instruction: An explicit response to Palmquist and Finley. Journal of Research in Science Teaching, 1998, 35, 1057-1061.	3.3	1
53	Understandings of Scientific Inquiry: An International Collaborative Investigation of Grade Seven Students. Contributions From Science Education Research, 2019, , 189-201.	0.5	1
54	Understandings About Scientific Inquiry in a South African School Prioritizing STEM. African Journal of Research in Mathematics, Science and Technology Education, 0, , 1-11.	1.0	1

#	Article	IF	Citations
55	You can't do it by arithmetic, you have to do it by algebra!. Journal of Research in Science Teaching, 1992, 29, 1011-1013.	3.3	0
56	Arguing About Arguing. Journal of Science Teacher Education, 2017, 28, 143-145.	2.5	0
57	Is Transparency Important in 2017? Yes, Even More Than Ever. Journal of Science Teacher Education, 2017, 28, 319-325.	2.5	0
58	The Journal of Science Teacher Education on the European Stage. Journal of Science Teacher Education, 2017, 28, 403-405.	2.5	0
59	Professional Citizenship. Journal of Science Teacher Education, 2018, 29, 551-554.	2.5	0
60	Monitoring and Acting on the Winds of Change. Journal of Science Teacher Education, 2018, 29, 347-352.	2.5	0
61	Passing the Torch; and, A Word from the Incoming Co-Editors-in-Chief. Journal of Science Teacher Education, 2019, 30, 1-5.	2.5	0