

Shirley Simon

List of Publications by Year in descending order

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Version: 2024-02-01

21
papers

5,342
citations

566801

15
h-index

752256

20
g-index

21
all docs

21
docs citations

21
times ranked

2705
citing authors

#	ARTICLE	IF	CITATIONS
1	Attitudes towards science: A review of the literature and its implications. <i>International Journal of Science Education</i> , 2003, 25, 1049-1079.	1.0	1,982
2	Enhancing the quality of argumentation in school science. <i>Journal of Research in Science Teaching</i> , 2004, 41, 994-1020.	2.0	995
3	TAPping into argumentation: Developments in the application of Toulmin's Argument Pattern for studying science discourse. <i>Science Education</i> , 2004, 88, 915-933.	1.8	855
4	Learning to Teach Argumentation: Research and development in the science classroom. <i>International Journal of Science Education</i> , 2006, 28, 235-260.	1.0	475
5	Arguing to learn and learning to argue: Case studies of how students' argumentation relates to their scientific knowledge. <i>Journal of Research in Science Teaching</i> , 2008, 45, 101-131.	2.0	336
6	Learning to argue: A study of four schools and their attempt to develop the use of argumentation as a common instructional practice and its impact on students. <i>Journal of Research in Science Teaching</i> , 2013, 50, 315-347.	2.0	169
7	Mapping Children's Discussions of Evidence in Science to Assess Collaboration and Argumentation. <i>International Journal of Science Education</i> , 2006, 28, 1817-1841.	1.0	97
8	Teachers' Experience of Working with Socio-scientific Issues: A Large Scale and in Depth Study. <i>Research in Science Education</i> , 2013, 43, 599-617.	1.4	81
9	Using Toulmin's Argument Pattern in the evaluation of argumentation in school science. <i>International Journal of Research and Method in Education</i> , 2008, 31, 277-289.	1.1	63
10	Puppets Promoting Engagement and Talk in Science. <i>International Journal of Science Education</i> , 2008, 30, 1229-1248.	1.0	45
11	Evidence-Based Professional Development of Science Teachers in Two Countries. <i>International Journal of Science Education</i> , 2008, 30, 577-591.	1.0	41
12	Professional Learning Portfolios for Argumentation in School Science. <i>International Journal of Science Education</i> , 2008, 30, 669-688.	1.0	40
13	Students' science attitudes, beliefs, and context: associations with science and chemistry aspirations. <i>International Journal of Science Education</i> , 2018, 40, 644-667.	1.0	40
14	Argumentation in School Science: Breaking the Tradition of Authoritative Exposition Through a Pedagogy that Promotes Discussion and Reasoning. <i>Argumentation</i> , 2009, 23, 469-493.	0.7	31
15	UNDERSTANDING PARTICIPATION RATES IN POST-16 MATHEMATICS AND PHYSICS: CONCEPTUALISING AND OPERATIONALISING THE UPMP PROJECT. <i>International Journal of Science and Mathematics Education</i> , 2011, 9, 273-302.	1.5	20
16	UPPER SECONDARY SCHOOL STUDENTS' CHOICE AND THEIR IDEAS ON HOW TO IMPROVE CHEMISTRY EDUCATION. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 1255-1278.	1.5	19
17	Learning democratic participation? Meaning-making in discussion of socioscientific issues in science education. <i>International Journal of Science Education</i> , 2021, 43, 1895-1925.	1.0	17
18	Characteristics of effective professional development for early career science teachers. <i>Research in Science and Technological Education</i> , 2011, 29, 5-23.	1.4	15

#	ARTICLE	IF	CITATIONS
19	Scenario Evaluation with Relevance and Interest (SERI): Development and Validation of a Scenario Measurement Tool for Context-Based Learning. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 1317-1338.	1.5	11
20	In what ways does studying at M-level contribute to teachers' professional learning? Research set in an English university. <i>Professional Development in Education</i> , 2013, 39, 6-22.	1.7	10
21	Constructing Worlds through Science Education: the Selected Works of John K. Gilbert Edited by John K. Gilbert. <i>British Journal of Educational Studies</i> , 2007, 55, 98-100.	0.9	0