

Michal Zion

List of Publications by Year in descending order

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Version: 2024-02-01

25
papers

670
citations

687363

13
h-index

610901

24
g-index

25
all docs

25
docs citations

25
times ranked

403
citing authors

#	ARTICLE	IF	CITATIONS
1	Inquiry practices and types of knowledge, with paths of logical associations between inquiry questions, presented as part of an open inquiry process. <i>Journal of Biological Education</i> , 2023, 57, 1062-1082.	1.5	0
2	Applying a system thinking learning approach to improve perception of homeostasis - a fundamental principle of biology. <i>Journal of Biological Education</i> , 2021, 55, 341-367.	1.5	6
3	Rising to the Challenge: The Effect of Individual and Social Metacognitive Scaffolds on Students' Expressions of Autonomy and Competence Throughout an Inquiry Process. <i>Journal of Science Education and Technology</i> , 2021, 30, 582-593.	3.9	9
4	Contribution of an intergenerational sustainability leadership project to the development of students' environmental literacy. <i>Environmental Education Research</i> , 2021, 27, 1723-1758.	2.9	8
5	Yesterday's Students in Today's World" Open and Guided Inquiry Through the Eyes of Graduated High School Biology Students. <i>Research in Science Education</i> , 2020, 50, 123-149.	2.3	12
6	Supporting Teachers' Understanding of Nature of Science and Inquiry Through Personal Experience and Perception of Inquiry as a Dynamic Process. <i>Research in Science Education</i> , 2020, 50, 1281-1304.	2.3	12
7	Fostering Teachers' Reflections on the Dynamic Characteristics of Open Inquiry through Metacognitive Prompts. <i>Journal of Science Teacher Education</i> , 2019, 30, 763-787.	2.5	8
8	Effects of Aquatic Motor Intervention on Verbal Working Memory and Brain Activity" A Pilot Study. <i>Mind, Brain, and Education</i> , 2018, 12, 90-99.	1.9	6
9	Reading between the lines: The effect of contextual factors on student motivation throughout an open inquiry process. <i>Science Education</i> , 2018, 102, 820-855.	3.0	24
10	The effect of explicit environmentally oriented metacognitive guidance and peer collaboration on students' expressions of environmental literacy. <i>Journal of Research in Science Teaching</i> , 2016, 53, 620-663.	3.3	30
11	The Effect of Individual and Social Metacognitive Support on Students' Metacognitive Performances in an Online Discussion. <i>Journal of Educational Computing Research</i> , 2015, 52, 50-87.	5.5	16
12	CONCEPTUAL UNDERSTANDING OF HOMEOSTASIS. <i>International Journal of Biology Education</i> , 2015, 4, .	0.3	10
13	Teachers' performances during a practical dynamic open inquiry process. <i>Teachers and Teaching: Theory and Practice</i> , 2013, 19, 695-716.	1.9	11
14	Which Type of Inquiry Project Do High School Biology Students Prefer: Open or Guided?. <i>Research in Science Education</i> , 2012, 42, 831-848.	2.3	73
15	Tracking invasive birds: a programme for implementing dynamic open inquiry learning and conservation education. <i>Journal of Biological Education</i> , 2011, 45, 3-12.	1.5	7
16	The development of dynamic inquiry performances within an open inquiry setting: A comparison to guided inquiry setting. <i>Journal of Research in Science Teaching</i> , 2009, 46, 1137-1160.	3.3	121
17	Peer Tutoring, Metacognitive Processes and Multimedia Problem-based Learning: The Effect of Mediation Training on Critical Thinking. <i>Journal of Science Education and Technology</i> , 2008, 17, 384-398.	3.9	27
18	On line Forums as a 'Rescue Net' in an Open Inquiry Process. <i>International Journal of Science and Mathematics Education</i> , 2008, 6, 351-375.	2.5	15

#	ARTICLE	IF	CITATIONS
19	Developing Students' Metacognitive Awareness in Asynchronous Learning Networks in Comparison to Face-to-Face Discussion Groups. <i>Journal of Educational Computing Research</i> , 2007, 36, 395-424.	5.5	24
20	Curiosity and open inquiry learning. <i>Journal of Biological Education</i> , 2007, 41, 162-169.	1.5	66
21	The Spectrum of Dynamic Inquiry Teaching Practices. <i>Research in Science Education</i> , 2007, 37, 423-447.	2.3	62
22	UV radiation damage and bacterial DNA repair systems. <i>Journal of Biological Education</i> , 2006, 41, 30-33.	1.5	6
23	The effects of metacognitive instruction embedded within an asynchronous learning network on scientific inquiry skills. <i>International Journal of Science Education</i> , 2005, 27, 957-983.	1.9	68
24	It takes two to tango: In dynamic inquiry, the self-directed student acts in association with the facilitating teacher. <i>Teaching and Teacher Education</i> , 2005, 21, 875-894.	3.2	27
25	Biomind – A new biology curriculum that enables authentic inquiry learning. <i>Journal of Biological Education</i> , 2004, 38, 59-67.	1.5	22