

Silvija Markic

List of Publications by Year in descending order

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30
papers

352
citations

840776
11
h-index

888059
17
g-index

31
all docs

31
docs citations

31
times ranked

213
citing authors

#	ARTICLE	IF	CITATIONS
1	Language and the teaching and learning of chemistry. Chemistry Education Research and Practice, 2016, 17, 434-438.	2.5	44
2	A case study on German first year chemistry student teachers beliefs about chemistry teaching, and their comparison with student teachers from other science teaching domains. Chemistry Education Research and Practice, 2008, 9, 25-34.	2.5	36
3	University Studentsâ€™ Readiness for Using Digital Media and Online Learningâ€™ Comparison between Germany and the USA. Education Sciences, 2020, 10, 313.	2.6	27
4	A Comparison of Student Teachers' Beliefs from Four Different Science Teaching Domains Using a Mixed Methods Design. International Journal of Science Education, 2012, 34, 589-608.	1.9	22
5	A Non-Formal Student Laboratory as a Place for Innovation in Education for Sustainability for All Students. Education Sciences, 2015, 5, 238-254.	2.6	22
6	First-Year Science Education Student Teachersâ€™ Beliefs about Student- and Teacher-Centeredness: Parallels and Differences between Chemistry and Other Science Teaching Domains. Journal of Chemical Education, 2010, 87, 335-339.	2.3	20
7	POTENTIAL CHANGES IN PROSPECTIVE CHEMISTRY TEACHERSâ€™ BELIEFS ABOUT TEACHING AND LEARNINGâ€™ A CROSS-LEVEL STUDY. International Journal of Science and Mathematics Education, 2013, 11, 979-998.	2.5	19
8	BELIEFS ABOUT CHEMISTRY TEACHING AND LEARNINGâ€™ A COMPARISON OF TEACHERSâ€™ AND STUDENT TEACHERSâ€™ BELIEFS FROM JORDAN, TURKEY AND GERMANY. International Journal of Science and Mathematics Education, 2014, 12, 767-792.	2.5	19
9	Secondary school studentsâ€™ chemistry self-concepts: gender and culture, and the impact of chemistry self-concept on learning behaviour. Chemistry Education Research and Practice, 2020, 21, 209-219.	2.5	17
10	Pre-service and in-service teachersâ€™ beliefs about teaching and learning chemistry in Turkey. European Journal of Teacher Education, 2013, 36, 464-479.	3.7	16
11	Secondary school studentsâ€™ acquisition of science capital in the field of chemistry. Chemistry Education Research and Practice, 2020, 21, 220-236.	2.5	16
12	One country, two cultures â€“ a multi-perspective view on Israeli chemistry teachersâ€™ beliefs about teaching and learning. Teachers and Teaching: Theory and Practice, 2016, 22, 131-147.	1.9	14
13	Self-concept research in science and technology education â€“ theoretical foundation, measurement instruments, and main findings. Studies in Science Education, 2019, 55, 37-68.	5.4	12
14	Jordanian chemistry teachers' views on teaching practices and educational reform. Chemistry Education Research and Practice, 2012, 13, 314-324.	2.5	9
15	Exploring Chemistry Student Teachersâ€™ Diagnostic Competenceâ€™ A Qualitative Cross-Level Study. Education Sciences, 2017, 7, 86.	2.6	8
16	A Mixed Methods Approach to Culture-Sensitive Academic Self-Concept Research. Education Sciences, 2019, 9, 240.	2.6	8
17	Exploring Pre-Service Chemistry Teachersâ€™ Pedagogical Scientific Language Knowledge. Education Sciences, 2022, 12, 244.	2.6	5
18	Neue Ansätze zur Differenzierung im Schülerlabor. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 2018, 25, 255-262.	0.4	4

#	ARTICLE	IF	CITATIONS
19	Development and Changes in Student Teachers' Knowledge Concerning Diagnostic in Chemistry Teaching - A Longitudinal Case Study. Eurasia Journal of Mathematics, Science and Technology Education, 2018, 14, .	1.3	3
20	How the home environment shapes students' perceptions of their abilities: the relation between chemistry capital at home and students' chemistry self-concept. International Journal of Science Education, 2020, 42, 2075-2094.	1.9	3
21	The Role of Gender and Culture in Vocational Orientation in Science. Education Sciences, 2020, 10, 240.	2.6	3
22	Vorstellungen deutscher Chemielehrkräfte über die Bedeutung und Ausrichtung des Chemielernens. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 2009, 16, 90-95.	0.4	2
23	Die Veränderung fachbezogener Vorstellungen angehender Chemielehrkräfte über Unterricht während der Ausbildung - eine Cross-Level Studie. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 2011, 18, 14-18.	0.4	1
24	Assisting students in their career choices: strategies for promoting students' science identities following the science capital approach. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 2020, , .	0.4	1
25	Coaching strategies in vocational orientation for promoting young women's self-concept and career aspirations in chemistry. Chemistry Teacher International, 2021, .	1.7	1
26	Learning to Teach at Heterogeneous and Diverse Chemistry Classes - Methods for University Chemistry Teacher Training Courses. Eurasia Journal of Mathematics, Science and Technology Education, 2018, 14, .	1.3	1
27	Development of a concept of a seminar focusing on reading strategies developed following adapted model of participatory action research. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 2019, 26, 108-113.	0.4	0
28	Vocational orientation in chemistry: A neglected field in chemistry teacher education. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 0, , .	0.4	0
29	Psychological Patterns in Chemistry Self-Concept: Relations with Gender and Culture. Contributions From Science Education Research, 2021, , 161-171.	0.5	0
30	Rachel Mamlok-Naaman, Ingo Eilks, George Bogner and Avi Hofstein: Professional Development of Chemistry Teachers - Theory and Practice, Royal Society of Chemistry: Croydon (UK), 2018, 203 pp.: ISBN: 9781782627067. Center for Educational Policy Studies Journal, 2020, 10, 215-218.	0.3	0