Stella Vosniadou

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

69 papers	5,742 citations	35 h-index	75 g-index
75 ext. papers	6,328 ext. citations	3.1 avg, IF	6.1 L-index

#	Paper	IF	Citations
69	Looking at the development of mathematical knowledge from the perspective of the framework theory approach to conceptual change: Lessons for mathematics education **2021**, 95-115		
68	Theory of Mind, Personal Epistemology, and Science Learning: Exploring Common Conceptual Components. *Frontiers in Psychology*, **2020**, 11, 1140	3.4	2
67	The development of an instrument to test pre-service teachers' beliefs consistent and inconsistent with self-regulation theory. *British Journal of Educational Psychology*, **2020**, 90, 1039-1061	3.2	5
66	Pre-service teachers' beliefs about learning and teaching and about the self-regulation of learning: A conceptual change perspective. *International Journal of Educational Research*, **2020**, 99, 101495	2.1	18
65	Conceptual changes for and during working life. *International Journal of Educational Research*, **2020** , 104, 101682	2.1	3
64	Bridging Secondary and Higher Education. The Importance of Self-regulated Learning. *European Review*, **2020**, 28, S94-S103	0.3	1
63	The Development of Students' Understanding of Science. *Frontiers in Education*, **2019**, 4,	2.1	23
62	Teachers' beliefs and knowledge **2019**, 99-111		1
61	Evaluating the effects of analogy enriched text on the learning of science: The importance of learning indexes. *Journal of Research in Science Teaching*, **2019**, 56, 732-764	3.4	7
60	Teachers' and Students' Belief Systems About the Self-Regulation of Learning. *Educational Psychology Review*, **2019**, 31, 223-251	7.1	69
59	The Recruitment of Shifting and Inhibition in On-line Science and Mathematics Tasks. *Cognitive Science*, **2018**, 42, 1860	2.2	14
58	The role of executive function in the construction and employment of scientific and mathematical concepts that require conceptual change learning. *Neuroeducation*, **2018**, 5, 62-72	0.3	4
57	Bridging psychological and educational research on rational number knowledge. *Journal of Numerical Cognition*, **2018**, 4, 84-106	1.6	11
56	Is it the Earth that turns or the Sun that goes behind the mountains? Students' misconceptions about the day/night cycle after reading a science text. *International Journal of Science Education*, **2017**, 39, 2027-2051	2.2	16
55	Changes in visual/spatial and analytic strategy use in organic chemistry with the development of expertise. *Chemistry Education Research and Practice*, **2017**, 18, 763-773	2.1	3
54	The Role of Categorical Information in Refutation Texts. *Journal of Cognitive Science*, **2016**, 17, 441-468	0.5	2
53	The representation of fraction magnitudes and the whole number bias reconsidered. *Learning and Instruction*, **2015**, 37, 39-49	5.8	63

52	The Development of Knowledge about the Earth and the Day/Night Cycle in Blind and Sighted Children Using Acoustical Rendition of Documents Visual Elements. *Procedia Computer Science*, **2015**, 65, 484-491	1.6	1
51	Conceptual Change from the Framework Theory Side of the Fence. *Science and Education*, **2014**, 23, 1427-1445	2.1	77
50	Examining cognitive development from a conceptual change point of view: The framework theory approach. *European Journal of Developmental Psychology*, **2014**, 11, 645-661	1.5	33
49	Using Theory of Mind to Promote Conceptual Change in Science. *Science and Education*, **2014**, 23, 1447-1462	2.1	4
48	Designing an Interactive Tutoring Tool for Improving Mathematical Skills. *Communications in Computer and Information Science*, **2014**, 106-111	0.3	
47	Model based reasoning and the learning of counter-intuitive science concepts. *Infancia Y Aprendizaje*, **2013**, 36, 5-33	0.7	12
46	What Kinds of Numbers Do Students Assign to Literal Symbols? Aspects of the Transition from Arithmetic to Algebra. *Mathematical Thinking and Learning*, **2012**, 14, 1-27	0.8	28
45	Bridging the Gap Between the Dense and the Discrete: The Number Line and the Rubber Line Bridging Analogy. *Mathematical Thinking and Learning*, **2012**, 14, 265-284	0.8	19
44	Reframing the Classical Approach to Conceptual Change: Preconceptions, Misconceptions and Synthetic Models **2012**, 119-130		50
43	How Many Decimals Are There Between Two Fractions? Aspects of Secondary School Students Understanding of Rational Numbers and Their Notation. *Cognition and Instruction*, **2010**, 28, 181-209	2.3	119
42	‘Conceptual Metaphor Meets Conceptual Change’: Yes to Embodiment, No to Fragmentation. *Human Development*, **2009**, 52, 198-204	1.7	7
41	Bridging culture with cognition: a commentary on culturing conceptions: from first principles *Cultural Studies of Science Education*, **2008**, 3, 277-282	1.7	16
40	The Cognitive-Situative Divide and the Problem of Conceptual Change. *Educational Psychologist*, **2007**, 42, 55-66	6.8	117
39	Exploring the relationship between physics-related epistemological beliefs and physics understanding. *Contemporary Educational Psychology*, **2007**, 32, 255-281	5.6	85
38	Conceptual Change and Education. *Human Development*, **2007**, 50, 47-54	1.7	97
37	Reconsidering the role of artifacts in reasoning: Children's understanding of the globe as a model of the earth. *Learning and Instruction*, **2005**, 15, 333-351	5.8	70
36	Teachers attitudes to and beliefs about web-based Collaborative Learning Environments in the context of an international implementation. *Computers and Education*, **2005**, 45, 295-315	9.5	26
35	Modes of knowing and ways of reasoning in elementary astronomy. *Cognitive Development*, **2004**, 19, 203-222	1.7	97

34	Understanding the structure of the set of rational numbers: a conceptual change approach. *Learning and Instruction*, **2004**, 14, 453-467	5.8	141
33	The development of students understanding of the numerical value of fractions. *Learning and Instruction*, **2004**, 14, 503-518	5.8	198
32	Collaborative Modelling of Rational Numbers **2003**, 103-107		1
31	On the Nature of Naïve Physics **2002**, 61-76		74
30	Mental Models in Conceptual Development **2002**, 353-368		43
29	Conceptual Change Research and the Teaching of Science **2001**, 177-188		
28	What can persuasion research tell us about conceptual change that we did not already know?. *International Journal of Educational Research*, **2001**, 35, 731-737	2.1	19
27	Designing learning environments to promote conceptual change in science. *Learning and Instruction* , **2001**, 11, 381-419	5.8	271
26	New Learning in Science and Technology **2000**, 119-140		6
25	From conceptual development to science education: a psychological point of view. *International Journal of Science Education*, **1998**, 20, 1213-1230	2.2	148
24	Conceptual change in astronomy: Models of the earth and of the day/night cycle in American-Indian children. *European Journal of Psychology of Education*, **1997**, 12, 159-184	2.3	53
23	Towards a revised cognitive psychology for new advances in learning and instruction. *Learning and Instruction*, **1996**, 6, 95-109	5.8	66
22	Mental models of the earth, sun, and moon: Indian children's cosmologies. *Cognitive Development*, **1996**, 11, 491-521	1.7	101
21	Universal and culture-specific properties of children's mental models of the earth **1994**, 412-430		42
20	Mental Models of the Day/Night Cycle. *Cognitive Science*, **1994**, 18, 123-183	2.2	299
19	Capturing and modeling the process of conceptual change. *Learning and Instruction*, **1994**, 4, 45-69	5.8	710
18	From Cognitive Theory to Educational Technology **1994**, 11-18		5
17	Mental models of the earth: A study of conceptual change in childhood. *Cognitive Psychology*, **1992**, 24, 535-585	3.1	1085

16	Knowledge Acquisition and Conceptual Change. *Applied Psychology*, **1992**, 41, 347-357	4.3	58
15	Fostering Conceptual Change: The Role of Computer-Based Environments **1992**, 149-162		6
14	Modelling the Learner: Lessons from the Study of Knowledge Reorganization in Astronomy **1992**, 101-110		2
13	Designing curricula for conceptual restructuring: Lessons from the study of knowledge acquisition in astronomy. *Journal of Curriculum Studies*, **1991**, 23, 219-237	1.4	114
12	Similarity, typicality, and categorization **1989**, 21-59		225
11	Multiple analogies for complex concepts: antidotes for analogy-induced misconception in advanced knowledge acquisition **1989**, 498-531		112
10	Similarity and analogical reasoning: a synthesis **1989**, 1-18		42
9	Analogical reasoning as a mechanism in knowledge acquisition: a developmental perspective **1989**, 413-437		78
8	New approaches to instruction: because wisdom can't be told **1989**, 470-497		161
7	Explanatory analogies can help children acquire information from expository text.. *Journal of Educational Psychology*, **1988**, 80, 524-536	5.3	36
6	What causes children's failures to detect inconsistencies in text? Representation versus comparison difficulties.. *Journal of Educational Psychology*, **1988**, 80, 27-39	5.3	44
5	Theories of Knowledge Restructuring in Development. *Review of Educational Research*, **1987**, 57, 51-67	10.3	324
4	Drawing inferences from semantically positive and negative implicative predicates. *Journal of Psycholinguistic Research*, **1982**, 11, 77-93	1	5
3	Conceptual Change in Learning and Instruction		45
2	Students Misconceptions and Science Education		2
1	Beliefs about the self-regulation of learning predict cognitive and metacognitive strategies and academic performance in pre-service teachers. *Metacognition and Learning*,1	2.7	5