

RESEARCH REPORT

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Students' Argumentation in Group Discussions on a Socio-Scientific Issue. , 2007, , 389-401.		3
2	A teacher candidate's experience in the teaching of science using historical narratives and stories. Canadian Journal of Science, Mathematics and Technology Education, 2007, 7, 377-400.	0.6	1
3	Teacher questioning in science classrooms: Approaches that stimulate productive thinking. Journal of Research in Science Teaching, 2007, 44, 815-843.	2.0	357
4	When Scientific Knowledge, Daily Life Experience, Epistemological and Social Considerations Intersect: Students' Argumentation in Group Discussions on a Socio-scientific Issue. Research in Science Education, 2008, 38, 67-90.	1.4	175
5	The Seeds of Time: Why Classroom Dialogue Needs a Temporal Analysis. Journal of the Learning Sciences, 2008, 17, 33-59.	2.0	302
6	Developing an understanding of higher education science and engineering learning communities. Research in Science and Technological Education, 2008, 26, 245-257.	1.4	9
7	Students' Meaning-making of Socio-scientific Issues in Computer Mediated Settings: Exploring learning through interaction trajectories. International Journal of Science Education, 2008, 30, 1775-1799.	1.0	69
8	Personal and relationship dimensions of higher education science and engineering learning communities. Research in Science and Technological Education, 2008, 26, 311-321.	1.4	11
9	Primary teachers' understanding of the interactive whiteboard as a tool for children's collaborative learning and knowledge-building. Learning, Media and Technology, 2008, 33, 269-287.	2.1	37
10	Puppets Promoting Engagement and Talk in Science. International Journal of Science Education, 2008, 30, 1229-1248.	1.0	45
11	Interactions et apprentissages en classe dans l'enseignement supérieur technologique. Canadian Journal of Science, Mathematics and Technology Education, 2009, 9, 243-261.	0.6	0
12	Argumentation in School Science: Breaking the Tradition of Authoritative Exposition Through a Pedagogy that Promotes Discussion and Reasoning. Argumentation, 2009, 23, 469-493.	0.7	31
13	Argumentation: The language of science. Journal of Elementary Science Education, 2009, 21, 17-25.	0.5	27
14	"Scaffolding" through talk in groupwork learning. Thinking Skills and Creativity, 2009, 4, 86-103.	1.9	26
15	Teaching Refugee Learners with Interrupted Education in Science: Vocabulary, literacy and pedagogy. International Journal of Science Education, 2009, 31, 571-592.	1.0	69
16	The Relationship Between Teacher Behaviours and Student Talk in Promoting Quality Learning in Science Classrooms. Research in Science Education, 2010, 40, 171-186.	1.4	19
17	In the mind and in the technology: The vicarious presence of the teacher in pupils' learning of science in collaborative group activity at the interactive whiteboard. Computers and Education, 2010, 55, 350-362.	5.1	102
18	Can the interactive whiteboard help to provide "dialogic space" for children's collaborative activity?. Language and Education, 2010, 24, 367-384.	1.0	67

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19	The use of discourse in enabling access physics students to construct meaning of magnetic field patterns. <i>African Journal of Research in Mathematics, Science and Technology Education</i> , 2010, 14, 6-19.	0.2	2
20	Increasing student retention and success: Survey results and the success of initiatives to create an engineering student community. , 2011, , .		2
21	Astronomical Concepts and Events Awareness for Young Children. <i>International Journal of Science Education</i> , 2011, 33, 341-369.	1.0	46
23	The challenges of teaching and learning about science in the twenty-first century: exploring the abilities and constraints of adolescent learners. <i>Studies in Science Education</i> , 2012, 48, 89-117.	3.4	68
24	Students' communication, argumentation and knowledge in a citizens' conference on global warming. <i>Cultural Studies of Science Education</i> , 2012, 7, 659-681.	0.9	23
25	Case Studies of Interactive Whole-Class Teaching in Primary Science: Communicative approach and pedagogic purposes. <i>International Journal of Science Education</i> , 2012, 34, 1687-1708.	1.0	18
26	Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. <i>Learning, Culture and Social Interaction</i> , 2012, 1, 12-21.	1.1	321
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28	Beating about the bush on the how and why in elementary school science. <i>Education Inquiry</i> , 2012, 3, 495-511.	1.6	4
29	Examining the mediation of power in a collaborative community: engaging in informal science as authentic practice. <i>Cultural Studies of Science Education</i> , 2012, 7, 375-408.	0.9	22
30	Frequency and Efficacy of Talk-Related Tasks in Primary Science. <i>Research in Science Education</i> , 2013, 43, 457-478.	1.4	7
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32	From classroom analysis to whole-school professional development: promoting talk as a tool for learning across school departments. <i>Professional Development in Education</i> , 2013, 39, 99-121.	1.7	10
33	A Systemic Functional Linguistic Analysis of the Utterances of Three South African Physical Sciences Teachers. <i>International Journal of Science Education</i> , 2013, 35, 1425-1453.	1.0	3
35	Optimizing small group discourse in classrooms: Effective practices and theoretical constraints. <i>International Journal of Educational Research</i> , 2014, 63, 107-115.	1.2	25
36	The study of talk between teachers and students, from the 1970s until the 2010s. <i>Oxford Review of Education</i> , 2014, 40, 430-445.	1.4	164
37	The role of dialog in philosophy for children. <i>International Journal of Educational Research</i> , 2014, 63, 69-78.	1.2	26
38	Entering the Conversation. <i>Elementary School Journal</i> , 2014, 114, 547-572.	0.9	15

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40	Science in early years education: introducing floating and sinking as a property of matter. International Journal of Early Years Education, 2015, 23, 31-53.	0.4	18
41	An intervention framework designed to develop the collaborative problem-solving skills of primary school students. Educational Technology Research and Development, 2015, 63, 143-159.	2.0	25
42	An Investigation of Game-Embedded Handheld Devices to Enhance English Learning. Journal of Educational Computing Research, 2015, 52, 548-567.	3.6	23
43	Similar products different processes: Exploring the orchestration of digital resources in a primary school project. Computers and Education, 2015, 81, 247-258.	5.1	6
44	Using a semantic diagram to structure a collaborative problem solving process in the classroom. Educational Technology Research and Development, 2016, 64, 1207-1225.	2.0	9
45	Toward a classification of discourse patterns in asynchronous online discussions. International Journal of Computer-Supported Collaborative Learning, 2016, 11, 441-478.	1.9	32
46	Teaching the distinctive language of science: An integrated and scaffolded approach for pre-service teachers. Teaching and Teacher Education, 2017, 65, 192-204.	1.6	10
47	Quality Talk and dialogic teaching – an examination of a professional development programme on secondary teachers’ facilitation of student talk. British Educational Research Journal, 2017, 43, 968-987.	1.4	16
48	Young children’s impressionable use of teleology: the influence of question wording and questioned topic on teleological explanations for natural phenomena. International Journal of Science Education, 2018, 40, 808-826.	1.0	2
49	Exploratory talk in the early years: analysing exploratory talk in collaborative group activities involving younger learners. Education 3-13, 2018, 46, 264-276.	0.6	6
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52	Engineering as the integrator: A case study of one middle school science teacher's talk. Journal of Engineering Education, 2019, 108, 418-440.	1.9	18
53	Assessing Science Teaching Explanations in Initial Teacher Education: How Is This Teaching Practice Transferred Across Different Chemistry Topics?. Research in Science Education, 2019, 49, 1107-1123.	1.4	5
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55	A categorisation of the terminological sources of student difficulties when learning chemistry. Studies in Science Education, 2019, 55, 121-167.	3.4	14
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58	Supporting students' content learning in Biology through teachers' use of classroom talk drawing on concept sketches. Contemporary Discourses of Hate and Radicalism Across Space and Genres, 2021, , 85-113.	0.0	0
59	Amplifying the voice of pupils: using the diamond ranking method to explore integrative and collaborative learning in home economics education in Finland. Education Inquiry, 0, , 1-20.	1.6	1
60	Fostering an Inclusive Language Classroom. , 2021, , 19-43.		0
62	Encouraging a Focus on Language Form. , 2021, , 89-112.		0
66	Digital Media in the Language Classroom. , 2021, , 135-157.		0
67	Opportunities for Language Output. , 2021, , 64-88.		0
69	Ä°lkokul Fen Bilimleri Derslerinde Sınıf Öğretmenlerinin Öylemlerinin İncelenmesi. Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 0, , .	0.8	0
71	A Place for Practice in the Language Classroom. , 2021, , 113-134.		0
72	The Adolescent Language Learner: Setting the Scene. , 2021, , 1-18.		0
73	Input: Creating a Language-Rich Learning Environment. , 2021, , 44-63.		0
74	Teacher Explanations. , 2012, , 987-999.		24
75	Silence is Silver, Talk is Gold? Analysis of Classroom Talk in A Learner Centred Setting. , 2012, , 103-117.		4
77	Classroom Discourse and Science Learning. , 2012, , 291-307.		5
78	Supporting students' content learning in Biology through teachers' use of classroom talk drawing on concept sketches. Journal of Immersion and Content-Based Language Education, 2019, 7, 233-260.	0.5	4
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81	The Nature of Dialogue in the Primary Science Classroom in Indonesia. International Journal of Teaching and Education, 2015, III, 54-67.	0.1	1

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82	Experimentation Abilities in Kindergarten Children with Learning Problems. <i>European Journal of STEM Education</i> , 2018, 3, .	0.7	2
83	Making scientific concepts explicit through explanations: Simulations of a high-leverage practice in teacher education. <i>International Journal of Cognitive Research in Science, Engineering and Education</i> , 2018, 6, 35-47.	0.1	10
84	Methods for analyzing teacher facilitation of collaborative learning in the science classroom. , 2009, , .		0
85	Making Meanings: Pupil Talk in Inquiry-Oriented Instruction. <i>Nordic Studies in Science Education</i> , 2012, 4, 64-76.	0.3	5
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88	PRIMARY SCHOOL STUDENT TEACHERS' CLASSROOM TALK DURING INQUIRY-BASED BIOLOGY LESSONS. <i>Problems of Education in the 21st Century</i> , 2016, 69, 37-56.	0.3	4
89	School Science Education in Wales â€” A 'Successful Future'?. <i>Cylchgrawn Addysg Cymru / Wales Journal of Education</i> , 2016, 18, .	0.3	0
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91	Applying interthinking for learning 21st-century skills in home economics education. <i>Learning, Culture and Social Interaction</i> , 2022, 33, 100615.	1.1	7
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94	Thinking and Talking Like a Geographer: Teachers' Use of Dialogic Talk for Engaging Students with Multimodal Data in the Geography Classroom. <i>Studies in Singapore Education</i> , 2022, , 213-229.	0.1	0
95	Impact of the Context of Socioscientific Issues on Discourse Patterns Used in Science Classes. <i>Science Insights Education Frontiers</i> , 2023, 14, 2093-2117.	0.1	0