

RESEARCH REPORT

International Journal of Science Education

26, 677-695

DOI: 10.1080/0950069032000097424

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.	1.0	1
3	Teacher questioning in science classrooms: Approaches that stimulate productive thinking. Journal of Research in Science Teaching, 2007, 44, 815-843.	3.3	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.	2.3	175
5	The Seeds of Time: Why Classroom Dialogue Needs a Temporal Analysis. Journal of the Learning Sciences, 2008, 17, 33-59.	2.9	302
6	Developing an understanding of higher education science and engineering learning communities. Research in Science and Technological Education, 2008, 26, 245-257.	2.5	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.	1.9	69
8	Personal and relationship dimensions of higher education science and engineering learning communities. Research in Science and Technological Education, 2008, 26, 311-321.	2.5	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.	3.2	37
10	Puppets Promoting Engagement and Talk in Science. International Journal of Science Education, 2008, 30, 1229-1248.	1.9	45
11	Interactions et apprentissages en classe dans l'enseignement supérieur technologique. Canadian Journal of Science, Mathematics and Technology Education, 2009, 9, 243-261.	1.0	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.	1.0	31
13	Argumentation: The language of science. Journal of Elementary Science Education, 2009, 21, 17-25.	0.4	27
14	"Scaffolding" through talk in groupwork learning. Thinking Skills and Creativity, 2009, 4, 86-103.	3.5	26
15	Teaching Refugee Learners with Interrupted Education in Science: Vocabulary, literacy and pedagogy. International Journal of Science Education, 2009, 31, 571-592.	1.9	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.	2.3	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.	8.3	102
18	Can the interactive whiteboard help to provide "dialogic space" for children's collaborative activity?. Language and Education, 2010, 24, 367-384.	2.1	67

#	ARTICLE	IF	CITATIONS
19	The use of discourse in enabling access physics students to construct meaning of magnetic field patterns. African Journal of Research in Mathematics, Science and Technology Education, 2010, 14, 6-19.	1.0	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. International Journal of Science Education, 2011, 33, 341-369.	1.9	46
23	The challenges of teaching and learning about science in the twenty-first century: exploring the abilities and constraints of adolescent learners. Studies in Science Education, 2012, 48, 89-117.	5.4	68
24	Studentsâ€™ communication, argumentation and knowledge in a citizensâ€™ conference on global warming. Cultural Studies of Science Education, 2012, 7, 659-681.	1.3	23
25	Case Studies of Interactive Whole-Class Teaching in Primary Science: Communicative approach and pedagogic purposes. International Journal of Science Education, 2012, 34, 1687-1708.	1.9	18
26	Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. Learning, Culture and Social Interaction, 2012, 1, 12-21.	1.8	321
27	Science Education Research and Practice in Europe. , 2012, , .		10
28	â€œBeating about the bushâ€ on the how and why in elementary school science. Education Inquiry, 2012, 3, 495-511.	2.9	4
29	Examining the mediation of power in a collaborative community: engaging in informal science as authentic practice. Cultural Studies of Science Education, 2012, 7, 375-408.	1.3	22
30	Frequency and Efficacy of Talk-Related Tasks in Primary Science. Research in Science Education, 2013, 43, 457-478.	2.3	7
31	Classroom dialogue: a systematic review across four decades of research. Cambridge Journal of Education, 2013, 43, 325-356.	2.4	351
32	From classroom analysis to whole-school professional development: promoting talk as a tool for learning across school departments. Professional Development in Education, 2013, 39, 99-121.	2.8	10
33	A Systemic Functional Linguistic Analysis of the Utterances of Three South African Physical Sciences Teachers. International Journal of Science Education, 2013, 35, 1425-1453.	1.9	3
35	Optimizing small group discourse in classrooms: Effective practices and theoretical constraints. International Journal of Educational Research, 2014, 63, 107-115.	2.2	25
36	The study of talk between teachers and students, from the 1970s until the 2010s. Oxford Review of Education, 2014, 40, 430-445.	2.0	164
37	The role of dialog in philosophy for children. International Journal of Educational Research, 2014, 63, 69-78.	2.2	26
38	Entering the Conversation. Elementary School Journal, 2014, 114, 547-572.	1.4	15

#	ARTICLE	IF	CITATIONS
39	Advancing Methodology and Practice. , 0, , .		12
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.	0.8	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.	2.8	25
42	An Investigation of Game-Embedded Handheld Devices to Enhance English Learning. Journal of Educational Computing Research, 2015, 52, 548-567.	5.5	23
43	Similar products different processes: Exploring the orchestration of digital resources in a primary school project. Computers and Education, 2015, 81, 247-258.	8.3	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.	2.8	9
45	Toward a classification of discourse patterns in asynchronous online discussions. International Journal of Computer-Supported Collaborative Learning, 2016, 11, 441-478.	3.0	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.	3.2	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.	2.5	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.	1.9	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.	1.0	6
50	Instructional and motivational classroom discourse and their relationship with teacher autonomy and competence support – findings from teacher professional development. European Journal of Psychology of Education, 2018, 33, 377-402.	2.6	25
51	A novel practical pedagogy for terminal assessment. Chemistry Education Research and Practice, 2019, 20, 95-106.	2.5	5
52	Engineering as the integrator: A case study of one middle school science teacher's talk. Journal of Engineering Education, 2019, 108, 418-440.	3.0	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.	2.3	5
54	Investigating the effect of teacher mediation on student expressed reasoning. Chemistry Education Research and Practice, 2019, 20, 606-617.	2.5	5
55	A categorisation of the terminological sources of student difficulties when learning chemistry. Studies in Science Education, 2019, 55, 121-167.	5.4	14
56	Individuelle Textbegegnung und kooperative Aufgabenbearbeitung. , 2020, , .		1

#	ARTICLE	IF	CITATIONS
57	Early science learning: The effects of teacher talk. Learning and Instruction, 2021, 71, 101371.	3.2	11
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.	2.9	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	İlkokul Fen Bilimleri Derslerinde Sınıf Öğretmenlerinin Söylemlerinin İncelenmesi. Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 0, , .	0.9	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.	0.8	4
79	New pathways in researching interaction. Language Learning and Language Teaching, 2016, , 377-395.	0.2	15
80	Construindo argumentação na sala de aula: a presença do ciclo argumentativo, os indicadores de alfabetização científica e o padrão de toulmin. Ciência & Educação, 2011, 17, 97-114.	0.4	35
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

#	ARTICLE	IF	CITATIONS
82	Experimentation Abilities in Kindergarten Children with Learning Problems. European Journal of STEM Education, 2018, 3, .	1.5	2
83	Making scientific concepts explicit through explanations: Simulations of a high-leverage practice in teacher education. International Journal of Cognitive Research in Science, Engineering and Education, 2018, 6, 35-47.	0.4	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. Nordic Studies in Science Education, 2012, 4, 64-76.	0.2	5
86	ICT in Science Education. Exploring the Digital Learning Materials at viten.no. Nordic Studies in Science Education, 2012, 2, 89.	0.2	2
87	Penghujahan Saintifik: Memahami Perlaksanaannya dalam Proses Pengajaran dan Pembelajaran Kimia. Jurnal Teknologi (Sciences and Engineering), 2013, 65, .	0.4	1
88	PRIMARY SCHOOL STUDENT TEACHERSÂ´ CLASSROOM TALK DURING INQUIRY-BASED BIOLOGY LESSONS. Problems of Education in the 21st Century, 2016, 69, 37-56.	0.7	4
89	School Science Education in Wales â€“ A 'Successful Future'?. Cylchgrawn Addysg Cymru / Wales Journal of Education, 2016, 18, .	0.2	0
90	Professional development for language support in science classrooms: Evaluating effects for elementary school teachers. Teaching and Teacher Education, 2022, 109, 103518.	3.2	5
91	Applying interthinking for learning 21st-century skills in home economics education. Learning, Culture and Social Interaction, 2022, 33, 100615.	1.8	7
93	The Influence of Grouping on Young Studentsâ€™ Learning While Coding: An Analysis of Talk in Different Pair Arrangements. Lecture Notes in Educational Technology, 2022, , 321-366.	0.8	1
94	Thinking and Talking Like a Geographer: Teachersâ€™ Use of Dialogic Talk for Engaging Students with Multimodal Data in the Geography Classroom. Studies in Singapore Education, 2022, , 213-229.	0.3	0
95	Impact of the Context of Socioscientific Issues on Discourse Patterns Used in Science Classes. Science Insights Education Frontiers, 2023, 14, 2093-2117.	0.1	0