

# E Margaret Evans

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/12029594/publications.pdf>

Version: 2024-02-01

23  
papers

1,229  
citations

516710

16  
h-index

794594

19  
g-index

23  
all docs

23  
docs citations

23  
times ranked

754  
citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive constraints influence an understanding of life-cycle change. <i>Journal of Experimental Child Psychology</i> , 2018, 173, 205-221.	1.4	8
2	Teleological reasoning, not acceptance of evolution, impacts students' ability to learn natural selection. <i>Evolution: Education and Outreach</i> , 2017, 10, .	0.8	35
3	Developing Concepts of the Mind, Body, and Afterlife: Exploring the Roles of Narrative Context and Culture. <i>Journal of Cognition and Culture</i> , 2016, 16, 50-82.	0.4	30
4	The Evolution Health Connection-Integrating the Visitor Perspective: Significance for Evolution Education. <i>Museums and Social Issues</i> , 2016, 11, 25-33.	0.4	2
5	Developing concepts of ordinary and extraordinary communication.. <i>Developmental Psychology</i> , 2016, 52, 19-30.	1.6	25
6	Approaching an understanding of omniscience from the preschool years to early adulthood.. <i>Developmental Psychology</i> , 2014, 50, 2380-2392.	1.6	43
7	Anthropomorphizing Science: How Does It Affect the Development of Evolutionary Concepts?. <i>Merrill-Palmer Quarterly</i> , 2013, 59, 168-197.	0.5	75
8	Of BATs and APEs. , 2012, , .		80
9	Changing Museum Visitors' Conceptions of Evolution. <i>Evolution: Education and Outreach</i> , 2012, 5, 43-61.	0.8	43
10	Sociocultural Input Facilitates Children's Developing Understanding of Extraordinary Minds. <i>Child Development</i> , 2012, 83, 1007-1021.	3.0	55
11	The Coexistence of Natural and Supernatural Explanations Across Cultures and Development. <i>Child Development</i> , 2012, 83, 779-793.	3.0	228
12	Encountering Counterintuitive Ideas. , 2012, , 174-199.		23
13	Walking Whales and Singing Flies. , 2012, , 389-409.		7
14	Explanatory parent-child conversation predominates at an evolution exhibit. <i>Science Education</i> , 2011, 95, 720-744.	3.0	60
15	Contradictory or Complementary? Creationist and Evolutionist Explanations of the Origin(s) of Species. <i>Human Development</i> , 2011, 54, 144-159.	2.0	39
16	A conceptual guide to natural history museum visitors' understanding of evolution. <i>Journal of Research in Science Teaching</i> , 2010, 47, 326-353.	3.3	40
17	Children's Understanding of Ordinary and Extraordinary Minds. <i>Child Development</i> , 2010, 81, 1475-1489.	3.0	92
18	Did she mean to do it? Acquiring a folk theory of intentionality. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 207-228.	1.4	35

#	ARTICLE	IF	CITATIONS
19	Changing Minds? Implications of Conceptual Change for Teaching and Learning about Biological Evolution. <i>Evolution: Education and Outreach</i> , 2008, 1, 189-195.	0.8	141
20	Museums Teach Evolution. <i>Evolution; International Journal of Organic Evolution</i> , 2007, 61, 1500-1506.	2.3	31
21	A case of stunted development? Existential reasoning is contingent on a developing theory of mind. <i>Behavioral and Brain Sciences</i> , 2006, 29, 471-472.	0.7	15
22	Why do birds of a feather flock together? Developmental change in the use of multiple explanations: Intention, teleology and essentialism. <i>British Journal of Developmental Psychology</i> , 2002, 20, 89-112.	1.7	43
23	Beyond Scopes: Why Creationism Is Here to Stay. , 2000, , 305-333.		79