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List of Publications by Year
in descending order

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65 papers	1,011 citations	430874 18 h-index	477307 29 g-index
71 all docs	71 docs citations	71 times ranked	556 citing authors

#	Article	IF	Citations
1	Deficiencias de comprensiÃ³n y epistÃ©micas de los estudiantes universitarios en la construcciÃ³n de categorÃas explicativas sobre las relaciones trabajo-energÃa. Ensenanza De Las Ciencias, 2022, 40, 47-64.	0.3	0
2	Should the third Newtonâ€™s law be the first one? A TLS on dynamics for upper secondary school. Journal of Physics: Conference Series, 2021, 1929, 012061.	0.4	0
3	Dificultades de aprendizaje del modelo de sonido: una revisiÃ³n de la literatura. Ensenanza De Las Ciencias, 2021, 39, 5-23.	0.3	3
4	University studentsâ€™ explanations for electric current in transitory situations. European Journal of Physics, 2020, 41, 015702.	0.6	1
5	Studentsâ€™ understanding of the concept of the electric field through conversions of multiple representations. Physical Review Physics Education Research, 2020, 16, .	2.9	17
6	Towards a research program in designing and evaluating teaching materials: An example from dc resistive circuits in introductory physics. Physical Review Physics Education Research, 2020, 16, .	2.9	4
7	Guiding students towards an understanding of the electromotive force concept in electromagnetic phenomena through a teaching-learning sequence. Physical Review Physics Education Research, 2020, 16, .	2.9	11
8	Electric field lines: The implications of students' interpretation on their understanding of the concept of electric field and of the superposition principle. American Journal of Physics, 2019, 87, 660-667.	0.7	14
9	Problem-based structure for a teaching-learning sequence to overcome studentsâ€™ difficulties when learning about atomic spectra. Physical Review Physics Education Research, 2019, 15, .	2.9	11
10	Conceptual and exploratory labs for secondary teacher education in two different countries. The case of dc circuits. Journal of Physics: Conference Series, 2018, 1076, 012018.	0.4	1
11	Introductory university physics studentsâ€™ understanding of some key characteristics of classical theory of the electromagnetic field. Physical Review Physics Education Research, 2018, 14, .	2.9	14
12	Influencia de la formaciÃ³n y la investigaciÃ³n didÃ¡ctica del profesorado de ciencias sobre su prÃ¡ctica docente. Ensenanza De Las Ciencias, 2018, 36, 25-44.	0.3	13
13	Studentsâ€™ reasoning when tackling electric field and potential in explanation of dc resistive circuits. Physical Review Physics Education Research, 2017, 13, .	2.9	15
14	Evaluating and redesigning teaching learning sequences at the introductory physics level. Physical Review Physics Education Research, 2017, 13, .	2.9	26
15	Exercises are problems too: implications for teaching problem-solving in introductory physics courses. European Journal of Physics, 2016, 37, 055703.	0.6	8
16	University studentsâ€™ understanding of the electromotive force concept in the context of electromagnetic induction. European Journal of Physics, 2016, 37, 065709.	0.6	15
17	Generalizing a categorization of studentsâ€™ interpretations of linear kinematics graphs. Physical Review Physics Education Research, 2016, 12, .	2.9	26
18	Identifying student and teacher difficulties in interpreting atomic spectra using a quantum model of emission and absorption of radiation. Physical Review Physics Education Research, 2016, 12, .	2.9	14

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19	Content-Focused Research for Innovation in Teaching/Learning Electromagnetism: Approaches from GIREP Community. Contributions From Science Education Research, 2016, , 89-105.	0.5	0
20	SIMPLE SMARTPHONE BASED SPECTROSCOPIC SYSTEM FOR THE VISUALIZATION AND QUANTIFICATION OF LIGHT SOURCES SPECTRA. , 2016, , .		0
21	Learning of electromagnetic induction theory in general physics university courses. A teaching based on guided problem solving. Ensenanza De Las Ciencias, 2016, 34, 7.	0.3	1
22	Aspectos EpistemolÃ³gicos, HistÃ³ricos y DidÃ¡cticos del Conocimiento Profesional del Profesorado Universitario de Probabilidad. Bolema - Mathematics Education Bulletin, 2015, 29, 183-205.	0.4	2
23	Resolver ejercicios no es fÃ¡cil. El papel de la metodologÃa cientÃfica en la resoluciÃ³n de problemas de fÃsica. Revista Brasileira De Ensino De Fisica, 2015, 37, 3508-1-3508-5.	0.2	0
24	PRIMARY AND SECONDARY TEACHERSâ€™ IDEAS ON SCHOOL VISITS TO SCIENCE CENTRES IN THE BASQUE COUNTRY. International Journal of Science and Mathematics Education, 2015, 13, 191-214.	2.5	12
25	THE ROLE OF SCIENCE MUSEUM FIELD TRIPS IN THE PRIMARY TEACHER PREPARATION. International Journal of Science and Mathematics Education, 2015, 13, 965-990.	2.5	16
26	AlfabetizaciÃ³n cientÃfica en contextos escolares: El Proyecto Zientzia Live!. Revista Eureka Sobre EnseÃ±anza Y DivulgaciÃ³n De Las Ciencias, 2015, 12, 294-310.	0.4	3
27	Addressing studentsâ€™ difficulties with Faradayâ€™s law: A guided problem solving approach. Physical Review Physics Education Research, 2014, 10, .	1.7	29
28	Teaching and Learning Electricity: The Relations Between Macroscopic Level Observations and Microscopic Level Theories. , 2014, , 129-156.		19
29	How Physics Education Research Contributes to Designing Teaching Sequences. Springer Proceedings in Physics, 2014, , 397-406.	0.2	0
30	An analysis of how electromagnetic induction and Faraday's law are presented in general physics textbooks, focusing on learning difficulties. European Journal of Physics, 2013, 34, 1015-1024.	0.6	9
31	University Studentsâ€™ Understanding of Electromagnetic Induction. International Journal of Science Education, 2013, 35, 2692-2717.	1.9	26
32	El MÃ¡ster de FormaciÃ³n Inicial del Profesorado de Secundaria y el conocimiento prÃ¡ctico profesional del futuro profesorado de Ciencias Experimentales, MatemÃ¡ticas y TecnologÃa. Revista Eureka Sobre EnseÃ±anza Y DivulgaciÃ³n De Las Ciencias, 2013, 10, 568-581.	0.4	4
33	Una propuesta de utilizaciÃ³n de los resultados de la investigaciÃ³n didÃ¡ctica en la enseÃ±anza de la en la enseÃ±anza de la fÃsica. Ensenanza De Las Ciencias, 2013, 30, 61-71.	0.3	0
34	Design and implementation of a teaching sequence to introduce the concepts of chemical substance and compound. Ensenanza De Las Ciencias, 2013, 30, 113.	0.3	2
35	How Can â€œWeightlessâ€•Astronauts be Weighed?. Physics Teacher, 2012, 50, 12-13.	0.3	0
36	Rethinking Faraday's law for teaching motional electromotive force. European Journal of Physics, 2012, 33, 397-406.	0.6	25

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37	RevisiÃ³n de la investigaciÃ³n acerca de las ideas de los estudiantes sobre la interpretaciÃ³n de los fenÃ³menos de inducciÃ³n electromagnÃ©tica.. Ensenanza De Las Ciencias, 2012, 30, 175-196.	0.3	2
38	La resoluciÃ³n de problemas basada en el desarrollo de investigaciones guiadas en cursos introductorios de fÃsica universitaria. Ensenanza De Las Ciencias, 2011, 29, 439-452.	0.3	6
39	Dificultades de los estudiantes universitarios en el aprendizaje de la inducciÃ³n electromagnÃ©tica. Revista Brasileira De Ensino De Fisica, 2010, 32, 1401-1409.	0.2	2
40	How much have students learned? Research-based teaching on electrical capacitance. Physical Review Physics Education Research, 2010, 6, .	1.7	27
41	Studentsâ€™ Understanding of the Special Theory of Relativity and Design for a Guided Visit to a Science Museum. International Journal of Science Education, 2009, 31, 2085-2104.	1.9	27
42	DESIGNING AND EVALUATING RESEARCH-BASED INSTRUCTIONAL SEQUENCES FOR INTRODUCING MAGNETIC FIELDS. International Journal of Science and Mathematics Education, 2009, 7, 699-722.	2.5	13
43	Teaching Energy Conservation as a Unifying Principle in Physics. Journal of Science Education and Technology, 2009, 18, 265-274.	3.9	15
44	The Gauss and Ampere laws: different laws but similar difficulties for student learning. European Journal of Physics, 2008, 29, 1005-1016.	0.6	25
45	Estimate of studentsâ€™ workload and the impact of the evaluation system on studentsâ€™ dedication to studying a subject in first-year engineering courses. European Journal of Engineering Education, 2008, 33, 463-470.	2.3	5
46	First-year engineering students' difficulties in visualization and drawing tasks. European Journal of Engineering Education, 2007, 32, 315-323.	2.3	28
47	Teaching of Energy Issues: A Debate Proposal for a Global Reorientation. Science and Education, 2007, 16, 43-64.	2.7	78
48	Using the Processes of Electrical Charge of Bodies as a Tool in the Assessment of University Studentsâ€™ Learning in Electricity. , 2007, , 225-236.		4
49	Learning from the History and Philosophy of Science: Deficiencies in Teaching the Macroscopic Concepts of Substance and Chemical Change. , 2007, , 249-259.		1
50	ComprensiÃ³n de los estudiantes de la TeorÃa Especial de la Relatividad y diseÃ±o de una visita guiada a un museo de la ciencia. Revista Eureka Sobre EnseÃ±anza Y DivulgaciÃ³n De Las Ciencias, 2007, 4, 2-20.	0.4	4
51	University Students' Strategies for Constructing Hypothesis when Tackling Paper-and-Pencil Tasks in Physics. Research in Science Education, 2006, 36, 163-186.	2.3	16
52	The Nature of Science and Its Implications for Physics Textbooks. Science and Education, 2005, 14, 321-328.	2.7	34
53	How are the Concepts and Theories of Acidâ€“Base Reactions Presented? Chemistry in Textbooks and as Presented by Teachers. International Journal of Science Education, 2005, 27, 1337-1358.	1.9	46
54	Difficulties in learning the introductory magnetic field theory in the first years of university. Science Education, 2004, 88, 443-464.	3.0	78

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55	Elementary electrostatic phenomena: Historical hindrances and studentsâ€™ difficulties¹. Canadian Journal of Science, Mathematics and Technology Education, 2004, 4, 291-313.	1.0	20
56	Puede ayudar la investigaciÃ³n en enseÃ±anza de la FÃsica a mejorar su docencia en la universidad?. Revista Brasileira De Ensino De Fisica, 2004, 26, 197-202.	0.2	1
57	Learning the electric field concept as oriented research activity. Science Education, 2003, 87, 640-662.	3.0	18
58	AnÃ¡lisis de los procesos de aplicaciÃ³n de las Leyes de Gauss y AmpÃ¨re por estudiantes universitarios de EspaÃ±a y Argentina. Revista Brasileira De Ensino De Fisica, 2003, 25, 195-206.	0.2	11
59	AnÃ¡lisis de los procesos de aplicaciÃ³n de las Leyes de Gauss y AmpÃ¨re por estudiantes universitarios de EspaÃ±a y Argentina. Revista Brasileira De Ensino De Fisica, 2003, 25, 195-206.	0.2	0
60	Spanish Teachers' Views of the Goals of Science Education in Secondary Education. Research in Science and Technological Education, 2002, 20, 39-52.	2.5	8
61	THE LEARNING AND TEACHING OF THE CONCEPTS Â‘AMOUNT OF SUBSTANCEÂ’ AND Â‘MOLEÂ’: A REVIEW OF THE LITERATURE. Chemistry Education Research and Practice, 2002, 3, 277-292.	2.5	33
62	Title is missing!. Science and Education, 2002, 11, 247-261.	2.7	22
63	Defending Constructivism in Science Education. Science and Education, 2002, 11, 557-571.	2.7	70
64	Difficulties in teaching the concepts of 'amount of substance' and 'mole'. International Journal of Science Education, 2000, 22, 1285-1304.	1.9	42
65	Difficulties Understanding the Explicative Model of Simple DC Circuits in Introductory Physics Courses. , 0, , .		1