Kristina Zuza

List of Publications by Year
in descending order

33	385	623734	794594
papers	citations	14 h-index	19 g-index

38	38	38	206
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	School visits to science museums and learning sciences: a complex relationship. Physics Education, 2005, 40, 544-549.	0.5	29
2	Addressing studentsâ€™ difficulties with Faradayâ€™s law: A guided problem solving approach. Physical Review Physics Education Research, 2014, 10, .	1.7	29
3	How much have students learned? Research-based teaching on electrical capacitance. Physical Review Physics Education Research, 2010, 6, .	1.7	27
4	University Studentsâ€™ Understanding of Electromagnetic Induction. International Journal of Science Education, 2013, 35, 2692-2717.	1.9	26
5	Generalizing a categorization of studentsâ€™ interpretations of linear kinematics graphs. Physical Review Physics Education Research, 2016, 12, .	2.9	26
6	Evaluating and redesigning teaching learning sequences at the introductory physics level. Physical Review Physics Education Research, 2017, 13, .	2.9	26
7	The Gauss and Ampere laws: different laws but similar difficulties for student learning. European Journal of Physics, 2008, 29, 1005-1016.	0.6	25
8	Rethinking Faraday's law for teaching motional electromotive force. European Journal of Physics, 2012, 33, 397-406.	0.6	25
9	Studentsâ€™ understanding of the concept of the electric field through conversions of multiple representations. Physical Review Physics Education Research, 2020, 16, .	2.9	17
10	University studentsâ€™ understanding of the electromotive force concept in the context of electromagnetic induction. European Journal of Physics, 2016, 37, 065709.	0.6	15
11	Studentsâ€™ reasoning when tackling electric field and potential in explanation of dc resistive circuits. Physical Review Physics Education Research, 2017, 13, .	2.9	15
12	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
13	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
14	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
15	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
16	Exercises are problems too: implications for teaching problem-solving in introductory physics courses. European Journal of Physics, 2016, 37, 055703.	0.6	8
17	InvestigaciÃ³n basada en el diseÃ±o de Secuencias de EnseÃ±anza-Aprendizaje: una lÃnea de investigaciÃ³n emergente en EnseÃ±anza de las Ciencias. Revista Eureka Sobre EnseÃ±anza Y DivulgaciÃ³n De Las Ciencias, 2021, 18, 1-18.	0.4	8
18	Proyecto de formaciÃ³n del profesorado universitario de Ciencias, MatemÃ¡ticas y TecnologÃa, en las metodologÃas de Aprendizaje Basado en Problemas y Proyectos. Ensenanza De Las Ciencias, 2014, 32, .	0.3	7

#	Article	IF	Citations
19	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
20	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
21	University Students Use of Explanatory Models for Explaining Electric Current in Transitory Situations. Universal Journal of Physics and Application, 2015, 9, 258-262.	0.2	3
22	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
23	Ideas de los estudiantes universitarios sobre las relaciones trabajo y energÃa en MecÃ¡nica en cursos introductorios de FÃsica. Revista Brasileira De Ensino De Fisica, 2017, 40, .	0.2	2
24	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
25	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
26	University studentsâ€™ explanations for electric current in transitory situations. European Journal of Physics, 2020, 41, 015702.	0.6	1
27	Difficulties Understanding the Explicative Model of Simple DC Circuits in Introductory Physics Courses. , 0, , .		1
28	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
29	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
30	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
31	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
32	Content-Focused Research for Innovation in Teaching/Learning Electromagnetism: Approaches from GIREP Community. Contributions From Science Education Research, 2016, , 89-105.	0.5	0
33	Studentsâ€™ conversion from electric field line diagrams to other representations. , 0, , .		0