# Nancy J Pelaez

List of Publications by Year
in descending order



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|---|---|---|---|
| 36 papers | 1,378 citations | 567281 15 h-index | 345221 36 g-index |
| 43 all docs | 43 docs citations | 43 times ranked | 1131 citing authors |

| # | Article | IF | Citations |
|---|---|---|---|
| 1 | The Problem with Teaching Experimentation: Development and Use of a Framework to Define Fundamental Competencies for Biological Experimentation. , 2022, , 3-27. | | 3 |
| 2 | Student Perceptions of Their Gains in Course-Based Undergraduate Research Abilities Identified as the Anticipated Learning Outcomes for a Biochemistry CURE. Journal of Chemical Education, 2020, 97, 56-65. | 2.3 | 26 |
| 3 | Using expert data to inform the use of research methods and representations to enhance biochemistry instruction and textbook design. Biochemistry and Molecular Biology Education, 2019, 47, 513-531. | 1.2 | 3 |
| 4 | How Four Scientists Integrate Thermodynamic and Kinetic Theory, Context, Analogies, and Methods in Protein-Folding and Dynamics Research: Implications for Biochemistry Instruction. CBE Life Sciences Education, 2018, 17, ar13. | 2.3 | 5 |
| 5 | The Need to Be Sure About CUREs: Discovery and Relevance as Critical Elements of CUREs for Nonmajors. Journal of Microbiology and Biology Education, 2018, 19, . | 1.0 | 13 |
| 6 | Anticipated learning outcomes for a biochemistry courseâ€based undergraduate research experience aimed at predicting protein function from structure: Implications for assessment design. Biochemistry and Molecular Biology Education, 2018, 46, 478-492. | 1.2 | 17 |
| 7 | A Community-Building Framework for Collaborative Research Coordination across the Education and Biology Research Disciplines. CBE Life Sciences Education, 2018, 17, es2. | 2.3 | 13 |
| 8 | How to Identify the Research Abilities That Instructors Anticipate Students Will Develop in a Biochemistry Course-Based Undergraduate Research Experience (CURE). CBE Life Sciences Education, 2018, 17, es4. | 2.3 | 36 |
| 9 | A cross-cultural comparison of high school studentsâ€™ responses to a science centre show on the physics of sound in South Africa. Public Understanding of Science, 2017, 26, 806-814. | 2.8 | 5 |
| 10 | A Model of the Use of Evolutionary Trees (MUET) to Inform K-14 Biology Education. American Biology Teacher, 2017, 79, 81-90. | 0.2 | 9 |
| 11 | Development of the Neuron Assessment for Measuring Biology Studentsâ€™ Use of Experimental Design Concepts and Representations. CBE Life Sciences Education, 2016, 15, ar10. | 2.3 | 15 |
| 12 | Exploring the MACH Modelâ€™s Potential as a Metacognitive Tool to Help Undergraduate Students Monitor Their Explanations of Biological Mechanisms. CBE Life Sciences Education, 2016, 15, ar12. | 2.3 | 11 |
| 13 | An instructional design process based on expert knowledge for teaching students how mechanisms are explained. American Journal of Physiology - Advances in Physiology Education, 2016, 40, 265-273. | 1.6 | 9 |
| 14 | How to Identify and Interpret Evolutionary Tree Diagrams. Journal of Biological Education, 2016, 50, 395-406. | 1.5 | 7 |
| 15 | Misalignments: Challenges in Cultivating Science Faculty with Education Specialties in Your Department. BioScience, 2015, 65, 81-89. | 4.9 | 15 |
| 16 | A Model of How Different Biology Experts Explain Molecular and Cellular Mechanisms. CBE Life Sciences Education, 2015, 14, ar20. | 2.3 | 22 |
| 17 | A Vision for Change in Bioscience Education: Building on Knowledge from the Past. BioScience, 2015, 65, 90-100. | 4.9 | 6 |
| 18 | Development and Validation of a Rubric for Diagnosing Studentsâ€™ Experimental Design Knowledge and Difficulties. CBE Life Sciences Education, 2014, 13, 265-284. | 2.3 | 81 |

| # | Article | IF | Citations |
|---|---|---|---|
| 19 | Oxidized Low Density Lipoprotein (OX-LDL) Induced Arterial Muscle Contraction Signaling Mechanisms. Open Hypertension Journal, 2014, 6, 20-26. | 0.8 | 7 |
| 20 | From Vision to Change: Educational Initiatives and Research at the Intersection of Physics and Biology. CBE Life Sciences Education, 2013, 12, 117-119. | 2.3 | 15 |
| 21 | Widespread distribution and unexpected variation among science faculty with education specialties (SFES) across the United States. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 7170-7175. | 7.1 | 22 |
| 22 | A Faculty-Development Model for Transforming Introductory Biology and Ecology Courses. BioScience, 2012, 62, 416-427. | 4.9 | 11 |
| 23 | Biology and Nursing Students' Perceptions of a Web-based Information Literacy Tutorial. Communications in Information Literacy, 2012, 5, 187. | 0.5 | 15 |
| 24 | Investigation of Science Faculty with Education Specialties within the Largest University System in the United States. CBE Life Sciences Education, 2011, 10, 25-42. | 2.3 | 25 |
| 25 | Calibrated peer review for computer-assisted learning of biological research competencies. Biochemistry and Molecular Biology Education, 2010, 38, 290-295. | 1.2 | 19 |
| 26 | A Role for Postdocs in Undergraduate Education. Science, 2010, 327, 522-523. | 12.6 | 14 |
| 27 | Demand for interdisciplinary laboratories for physiology research by undergraduate students in biosciences and biomedical engineering. American Journal of Physiology - Advances in Physiology Education, 2008, 32, 256-260. | 1.6 | 9 |
| 28 | Blood circulation laboratory investigations with video are less investigative than instructional blood circulation laboratories with live organisms. American Journal of Physiology - Advances in Physiology Education, 2008, 32, 55-60. | 1.6 | 5 |
| 29 | Science Faculty with Education Specialties. Science, 2008, 322, 1795-1796. | 12.6 | 35 |
| 30 | APS undergraduate brainstorming summit report. American Journal of Physiology - Advances in Physiology Education, 2007, 31, 380-386. | 1.6 | 4 |
| 31 | On Hiring Science Faculty with Education Specialties for Your Science (Not Education) Department. CBE Life Sciences Education, 2006, 5, 297-305. | 2.3 | 30 |
| 32 | Prevalence of blood circulation misconceptions among prospective elementary teachers. American Journal of Physiology - Advances in Physiology Education, 2005, 29, 172-181. | 1.6 | 39 |
| 33 | PROBLEM-BASED WRITING WITH PEER REVIEW IMPROVES ACADEMIC PERFORMANCE IN PHYSIOLOGY. American Journal of Physiology - Advances in Physiology Education, 2002, 26, 174-184. | 1.6 | 74 |
| 34 | Intracellular and extracellular calcium utilization during hypoxic vasoconstriction of cyclostome aortas. American Journal of Physiology - Regulatory Integrative and Comparative Physiology, 2001, 281, R1506-R1513. | 1.8 | 11 |
| 35 | H2O2 mediates Ca2+- and MLC20phosphorylation-independent contraction in intact and permeabilized vascular muscle. American Journal of Physiology - Heart and Circulatory Physiology, 2000, 279, H1185-H1193. | 3.2 | 31 |
| 36 | The Conceptual Analysis of Disciplinary Evidence (CADE) framework as a guide for evidentiary reasoning: A practical implementation in a Hardy-Weinberg Equilibrium (HWE) laboratory investigation. Journal of Biological Education, 0, , 1-25. | 1.5 | 1 |