

Zacharias C Zacharia

List of Publications by Year in descending order

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47
papers

4,071
citations

236925

25
h-index

302126

39
g-index

48
all docs

48
docs citations

48
times ranked

2303
citing authors

#	ARTICLE	IF	CITATIONS
1	Understanding teacher design practices for digital inquiry-based science learning: the case of Go-Lab. Educational Technology Research and Development, 2021, 69, 417-444.	2.8	29
2	Inquiry-based learning and retrospective action: Problematizing student work in a computer-supported learning environment. Journal of Computer Assisted Learning, 2020, 36, 12-28.	5.1	12
3	Children's perceptions of the factors that led to their enrolment in advanced, middle-school science programmes. International Journal of Science Education, 2020, 42, 1915-1939.	1.9	9
4	Ninth-grade students' perceptions of the factors that led them to major in high school science, technology, engineering, and mathematics disciplines. Science Education, 2019, 103, 1176-1205.	3.0	26
5	Toward an Epistemology of Modeling-Based Learning in Early Science Education. Models and Modeling in Science Education, 2019, , 237-256.	0.6	5
6	Providing guidance in virtual lab experimentation: the case of an experiment design tool. Educational Technology Research and Development, 2018, 66, 767-791.	2.8	25
7	Model-Based Inquiry in Computer-Supported Learning Environments: The Case of Go-Lab. , 2018, , 241-268.		6
8	The Impact of an Experiment Design Software Scaffold on Students' Conceptual Understanding and Inquiry Skills. , 2018, , .		0
9	Examining Students'™ Actions While Experimenting with a Blended Combination of Physical Manipulatives and Virtual Manipulatives in Physics. , 2018, , 257-278.		13
10	Design and Evaluation of a Smart Device Science Lesson to Improve Students'™ Inquiry Skills. Lecture Notes in Computer Science, 2017, , 23-32.	1.3	4
11	How much support do students need when formulating hypotheses in a computer-supported inquiry learning environment: The case of a hypothesis formulation software scaffold. , 2017, , .		0
12	Using Virtual Labs in an Inquiry Context. Advances in Educational Technologies and Instructional Design Book Series, 2017, , 58-83.	0.2	4
13	Using Physical and Virtual Manipulatives to Improve Primary School Students'™ Understanding of Concepts of Electric Circuits. Innovations in Science Education and Technology, 2016, , 125-140.	0.3	27
14	The use of mobile devices as means of data collection in supporting elementary school students'™ conceptual understanding about plants. International Journal of Science Education, 2016, 38, 596-620.	1.9	28
15	A survey on the usage of online labs in science education: Challenges and implications. , 2015, , .		3
16	Examining whether touch sensory feedback is necessary for science learning through experimentation: A literature review of two different lines of research across K-16. Educational Research Review, 2015, 16, 116-137.	7.8	51
17	Examining how students'™ knowledge of the subject domain affects their process of modeling in a computer programming environment. Journal of Computers in Education, 2015, 2, 251-282.	8.3	6
18	Phases of inquiry-based learning: Definitions and the inquiry cycle. Educational Research Review, 2015, 14, 47-61.	7.8	895

#	ARTICLE	IF	CITATIONS
19	Examining Learning Through Modeling in K-6 Science Education. <i>Journal of Science Education and Technology</i> , 2015, 24, 192-215.	3.9	41
20	Identifying potential types of guidance for supporting student inquiry when using virtual and remote labs in science: a literature review. <i>Educational Technology Research and Development</i> , 2015, 63, 257-302.	2.8	111
21	Peer versus expert feedback: An investigation of the quality of peer feedback among secondary school students. <i>Computers and Education</i> , 2014, 71, 133-152.	8.3	113
22	The Effects on Students'™ Conceptual Understanding of Electric Circuits of Introducing Virtual Manipulatives Within a Physical Manipulatives-Oriented Curriculum. <i>Cognition and Instruction</i> , 2014, 32, 101-158.	2.9	83
23	Blending Physical and Virtual Manipulatives in Physics Laboratory Experimentation. <i>Contributions From Science Education Research</i> , 2014, , 419-433.	0.5	10
24	Making the invisible visible: enhancing students'™ conceptual understanding by introducing representations of abstract objects in a simulation. <i>Instructional Science</i> , 2013, 41, 575-596.	2.0	91
25	Physical and Virtual Laboratories in Science and Engineering Education. <i>Science</i> , 2013, 340, 305-308.	12.6	567
26	Identification, Interpretation" Evaluation, Response: An alternative framework for analyzing teacher discourse in science. <i>International Journal of Science Education</i> , 2012, 34, 1823-1856.	1.9	27
27	Modeling-based learning in science education: cognitive, metacognitive, social, material and epistemological contributions. <i>Educational Review</i> , 2012, 64, 471-492.	3.7	144
28	Is physicality an important aspect of learning through science experimentation among kindergarten students?. <i>Early Childhood Research Quarterly</i> , 2012, 27, 447-457.	2.7	84
29	Using scenarios to design complex technology-enhanced learning environments. <i>Educational Technology Research and Development</i> , 2012, 60, 883-901.	2.8	43
30	Blending physical and virtual manipulatives: An effort to improve students' conceptual understanding through science laboratory experimentation. <i>Science Education</i> , 2012, 96, 21-47.	3.0	181
31	Physical versus virtual manipulative experimentation in physics learning. <i>Learning and Instruction</i> , 2011, 21, 317-331.	3.2	192
32	Investigating secondary school students'™ unmediated peer assessment skills. <i>Learning and Instruction</i> , 2011, 21, 506-519.	3.2	73
33	The effect of two different cooperative approaches on students'™ learning and practices within the context of a WebQuest science investigation. <i>Educational Technology Research and Development</i> , 2011, 59, 399-424.	2.8	22
34	In Quest of productive modeling"based learning discourse in elementary school science. <i>Journal of Research in Science Teaching</i> , 2011, 48, 919-951.	3.3	59
35	Objects, Entities, Behaviors, and Interactions: A Typology of Student-Constructed Computer-Based Models of Physical Phenomena. <i>Journal of Educational Computing Research</i> , 2011, 44, 173-201.	5.5	20
36	Learning by creating and exchanging objects: The SCY experience. <i>British Journal of Educational Technology</i> , 2010, 41, 909-921.	6.3	68

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37	Developments in Inquiry Learning. , 2009, , 21-37.		19
38	Effects of experimenting with physical and virtual manipulatives on students' conceptual understanding in heat and temperature. Journal of Research in Science Teaching, 2008, 45, 1021-1035.	3.3	159
39	Comparing the influence of physical and virtual manipulatives in the context of the <i>Physics by Inquiry</i> curriculum: The case of undergraduate studentsâ€™ conceptual understanding of heat and temperature. American Journal of Physics, 2008, 76, 425-430.	0.7	109
40	Comparing and combining real and virtual experimentation: an effort to enhance students' conceptual understanding of electric circuits. Journal of Computer Assisted Learning, 2007, 23, 120-132.	5.1	234
41	Modeling complex marine ecosystems: an investigation of two teaching approaches with fifth graders. Journal of Computer Assisted Learning, 2007, 23, 145-157.	5.1	29
42	The Impact of Interactive Computer Simulations on the Nature and Quality of Postgraduate Science Teachersâ€™ Explanations in Physics. International Journal of Science Education, 2005, 27, 1741-1767.	1.9	66
43	The role of research in using technology to enhance learning in science. Educational Research and Evaluation, 2005, 11, 509-511.	1.6	0
44	Urban middle-school students' attitudes toward a defined science. Science Education, 2004, 88, 197-222.	3.0	78
45	Beliefs, attitudes, and intentions of science teachers regarding the educational use of computer simulations and inquiry-based experiments in physics. Journal of Research in Science Teaching, 2003, 40, 792-823.	3.3	157
46	The effects of an interactive computer-based simulation prior to performing a laboratory inquiry-based experiment on studentsâ€™ conceptual understanding of physics. American Journal of Physics, 2003, 71, 618-629.	0.7	148
47	How many words are enough? Investigating the effect of different configurations of a software scaffold for formulating scientific hypotheses in inquiry-oriented contexts. Instructional Science, 0, , 1.	2.0	0