

David Hammer

List of Publications by Year in descending order

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Version: 2024-02-01

60
papers

5,265
citations

126907

33
h-index

189892

50
g-index

60
all docs

60
docs citations

60
times ranked

2158
citing authors

#	ARTICLE	IF	CITATIONS
1	“Well that’s how the kids feel!” Epistemic empathy as a driver of responsive teaching. <i>Journal of Research in Science Teaching</i> , 2022, 59, 223-251.	3.3	12
2	Disciplinary significance of social caring in postsecondary science, technology, engineering, and mathematics. <i>Physical Review Physics Education Research</i> , 2021, 17, .	2.9	4
3	The tension between pattern-seeking and mechanistic reasoning in explanation construction: A case from Chinese elementary science classroom. <i>Science Education</i> , 2020, 104, 1071-1099.	3.0	12
4	Odd ideas about learning science: A response to Osborne. <i>Science Education</i> , 2019, 103, 1289-1293.	3.0	10
5	“It’s Scary but It’s Also Exciting” Evidence of Meta-Affective Learning in Science. <i>Cognition and Instruction</i> , 2019, 37, 73-92.	2.9	32
6	Positioning as not-understanding: The value of showing uncertainty for engaging in science. <i>Journal of Research in Science Teaching</i> , 2018, 55, 573-599.	3.3	43
7	Targeting disciplinary practices in an online learning environment. <i>Science Education</i> , 2018, 102, 668-692.	3.0	10
8	Data-based conjectures for supporting responsive teaching in engineering design with elementary teachers. <i>Science Education</i> , 2018, 102, 548-570.	3.0	27
9	Idiosyncratic cases and hopes for general validity: what education research might learn from ecology / Casos idiosincrásicos y expectativas de validez general: lo que la investigación en educación puede aprender de la ecología. <i>Infancia Y Aprendizaje</i> , 2018, 41, 625-673.	0.9	10
10	Beyond “asking questions” Problematizing as a disciplinary activity. <i>Journal of Research in Science Teaching</i> , 2018, 55, 982-998.	3.3	37
11	Teaching Assistant Attention and Responsiveness to Student Reasoning in Written Work. <i>CBE Life Sciences Education</i> , 2018, 17, ar25.	2.3	6
12	Looking for coherence in science curriculum. <i>Science Education</i> , 2017, 101, 929-943.	3.0	70
13	Case study of a successful learner’s epistemological framings of quantum mechanics. <i>Physical Review Physics Education Research</i> , 2017, 13, .	2.9	28
14	Problematizing as a scientific endeavor. <i>Physical Review Physics Education Research</i> , 2017, 13, .	2.9	39
15	Learning to Feel Like a Scientist. <i>Science Education</i> , 2016, 100, 189-220.	3.0	124
16	Elementary School Engineering for Fictional Clients in Children’s Literature. <i>Contemporary Trends and Issues in Science Education</i> , 2016, , 263-291.	0.5	5
17	Engaging in Science: A Feeling for the Discipline. <i>Journal of the Learning Sciences</i> , 2016, 25, 156-202.	2.9	70
18	Stable Beginnings in Engineering Design. <i>Journal of Pre-College Engineering Education Research</i> , 2016, 6, .	0.6	16

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19	Implications of Complexity for Research on Learning Progressions. <i>Science Education</i> , 2015, 99, 424-431.	3.0	53
20	Discovery Learning. , 2015, , 335-336.		0
21	Confusing Claims for Data: A Critique of Common Practices for Presenting Qualitative Research on Learning. <i>Journal of the Learning Sciences</i> , 2014, 23, 37-46.	2.9	112
22	Examining Young Studentsâ€™ Problem Scoping in Engineering Design. <i>Journal of Pre-College Engineering Education Research</i> , 2014, 4, .	0.6	52
23	Discovery Learning. , 2013, , 1-1.		0
24	Attending and Responding to Student Thinking in Science. <i>American Biology Teacher</i> , 2012, 74, 158-162.	0.2	16
25	Studentsâ€™ Framings and Their Participation in Scientific Argumentation. , 2012, , 73-93.		19
26	Framing for scientific argumentation. <i>Journal of Research in Science Teaching</i> , 2012, 49, 68-94.	3.3	251
27	The missing disciplinary substance of formative assessment. <i>Journal of Research in Science Teaching</i> , 2011, 48, 1109-1136.	3.3	186
28	On Static and Dynamic Intuitive Ontologies. <i>Journal of the Learning Sciences</i> , 2011, 20, 163-168.	2.9	14
29	The Beginnings of Energy in Third Gradersâ€™ Reasoning. , 2010, , .		3
30	Attending to student epistemological framing in a science classroom. <i>Science Education</i> , 2010, 94, 506-524.	3.0	136
31	Epistemological resources and framing: a cognitive framework for helping teachers interpret and respond to their students' epistemologies. , 2010, , 409-434.		100
32	The Case for Dynamic Models of Learners' Ontologies in Physics. <i>Journal of the Learning Sciences</i> , 2010, 19, 285-321.	2.9	153
33	Novice Teachers' Attention to Student Thinking. <i>Journal of Teacher Education</i> , 2009, 60, 142-154.	3.5	222
34	Fourth Gradersâ€™ Framing of an Electric Circuits Task. , 2009, , .		0
35	Making classroom assessment more accountable to scientific reasoning: A case for attending to mechanistic thinking. <i>Science Education</i> , 2009, 93, 875-891.	3.0	107
36	Reinventing college physics for biologists: Explicating an epistemological curriculum. <i>American Journal of Physics</i> , 2009, 77, 629-642.	0.7	127

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37	Student Behavior and Epistemological Framing: Examples from Collaborative Active-Learning Activities in Physics. <i>Cognition and Instruction</i> , 2009, 27, 147-174.	2.9	172
38	Recognizing mechanistic reasoning in student scientific inquiry: A framework for discourse analysis developed from philosophy of science. <i>Science Education</i> , 2008, 92, 499-525.	3.0	269
39	The Dynamics of Students' Behaviors and Reasoning during Collaborative Physics Tutorial Sessions. , 2007, , .		6
40	Coordination of Mathematics and Physical Resources by Physics Graduate Students. , 2007, , .		2
41	Multiple Epistemological Coherences in an Eighth-Grade Discussion of the Rock Cycle. <i>Journal of the Learning Sciences</i> , 2006, 15, 261-292.	2.9	134
42	Children's analogical reasoning in a third-grade science discussion. <i>Science Education</i> , 2006, 90, 316-330.	3.0	51
43	Learning and teaching science as inquiry: A case study of elementary school teachers' investigations of light. <i>Science Education</i> , 2005, 89, 1007-1042.	3.0	39
44	Epistemological Resources: Applying a New Epistemological Framework to Science Instruction. <i>Educational Psychologist</i> , 2004, 39, 57-68.	9.0	187
45	Tapping Epistemological Resources for Learning Physics. <i>Journal of the Learning Sciences</i> , 2003, 12, 53-90.	2.9	325
46	Practices of Inquiry in Teaching and Research. <i>Cognition and Instruction</i> , 2001, 19, 441-478.	2.9	26
47	On the substance of a sophisticated epistemology. <i>Science Education</i> , 2001, 85, 554-567.	3.0	254
48	Student resources for learning introductory physics. <i>American Journal of Physics</i> , 2000, 68, S52-S59.	0.7	351
49	Physics for first-graders?. <i>Science Education</i> , 1999, 83, 797-799.	3.0	3
50	Discovery Learning and Discovery Teaching. <i>Cognition and Instruction</i> , 1997, 15, 485-529.	2.9	178
51	More than misconceptions: Multiple perspectives on student knowledge and reasoning, and an appropriate role for education research. <i>American Journal of Physics</i> , 1996, 64, 1316-1325.	0.7	232
52	Misconceptions or P-Prims: How May Alternative Perspectives of Cognitive Structure Influence Instructional Perceptions and Intentions. <i>Journal of the Learning Sciences</i> , 1996, 5, 97-127.	2.9	226
53	Epistemological considerations in teaching introductory physics. <i>Science Education</i> , 1995, 79, 393-413.	3.0	66
54	Student Inquiry in a Physics Class Discussion. <i>Cognition and Instruction</i> , 1995, 13, 401-430.	2.9	52

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55	Students' beliefs about conceptual knowledge in introductory physics. International Journal of Science Education, 1994, 16, 385-403.	1.9	35
56	Epistemological Beliefs in Introductory Physics. Cognition and Instruction, 1994, 12, 151-183.	2.9	371
57	Dynaturtle Revisited: Learning Physics Through Collaborative Design of a Computer Model. Interactive Learning Environments, 1993, 3, 91-118.	6.4	82
58	Two approaches to learning physics. Physics Teacher, 1989, 27, 664-670.	0.3	81
59	Conceptual Change in Physics. , 0, , .		15
60	Meta-affective learning in an introductory physics course. , 0, , .		2