

# Xiufeng Liu

## List of Publications by Year in descending order

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Version: 2024-02-01

26  
papers

625  
citations

687363

13  
h-index

642732

23  
g-index

26  
all docs

26  
docs citations

26  
times ranked

423  
citing authors

#	ARTICLE	IF	CITATIONS
1	From ICT availability to student science achievement: mediation effects of ICT psychological need satisfactions and interest across genders. <i>Research in Science and Technological Education</i> , 2022, 40, 529-548.	2.5	6
2	Automated Scoring of Chinese Grades 7-9 Students'™ Competence in Interpreting and Arguing from Evidence. <i>Journal of Science Education and Technology</i> , 2021, 30, 269-282.	3.9	13
3	Moderating effects of teacher feedback on the associations among inquiry-based science practices and students'™ science-related attitudes and beliefs. <i>International Journal of Science Education</i> , 2021, 43, 2426-2456.	1.9	10
4	Effects of a professional development program on science teacher knowledge and practice, and student understanding of interdisciplinary science concepts. <i>Journal of Research in Science Teaching</i> , 2020, 57, 1028-1057.	3.3	20
5	Development and application of a scale to measure students'™ STEM continuing motivation. <i>International Journal of Science Education</i> , 2019, 41, 1885-1904.	1.9	22
6	Investigating disciplinary context effect on student scientific inquiry competence. <i>International Journal of Science Education</i> , 2019, 41, 2736-2764.	1.9	8
7	A phenomenographic study of 10th grade students'™ understanding of electrolytes. <i>Chemistry Education Research and Practice</i> , 2019, 20, 204-212.	2.5	4
8	Effects of Professional Development on Teacher Pedagogical Content Knowledge, Inquiry Teaching Practices, and Student Understanding of Interdisciplinary Science. <i>Journal of Science Teacher Education</i> , 2018, 29, 263-282.	2.5	11
9	The effects of explanation-driven inquiry on students'™ conceptual understanding of redox. <i>International Journal of Science Education</i> , 2018, 40, 1857-1873.	1.9	14
10	Moderation of the effects of scientific inquiry activities on low SES students'™ PISA 2015 science achievement by school teacher support and disciplinary climate in science classroom across gender. <i>International Journal of Science Education</i> , 2018, 40, 1284-1304.	1.9	40
11	Assessing Understanding of the Energy Concept in Different Science Disciplines. <i>Science Education</i> , 2016, 100, 483-516.	3.0	35
12	Understanding the life cycle of computer-based models: the role of expert contributions in design, development and implementation. <i>Educational Technology Research and Development</i> , 2015, 63, 831-859.	2.8	0
13	Framing students'™ progression in understanding matter: a review of previous research. <i>Studies in Science Education</i> , 2014, 50, 181-208.	5.4	44
14	Teacher Conceptions and Approaches Associated with an Immersive Instructional Implementation of Computer-Based Models and Assessment in a Secondary Chemistry Classroom. <i>International Journal of Science Education</i> , 2014, 36, 467-505.	1.9	15
15	Opportunities to Learn in School and at Home: How can they predict students' understanding of basic science concepts and principles?. <i>International Journal of Science Education</i> , 2012, 34, 2061-2088.	1.9	12
16	Internet vs. Matter. <i>International Journal of Cyber Behavior, Psychology and Learning</i> , 2012, 2, 60-72.	0.2	0
17	Opportunities-to-Learn at Home: Profiles of Students With and Without Reaching Science Proficiency. <i>Journal of Science Education and Technology</i> , 2011, 20, 375-387.	3.9	20
18	Elementary to High School Students' Growth over an Academic Year in Understanding Concepts of Matter. <i>Journal of Chemical Education</i> , 2007, 84, 1853.	2.3	19

#	ARTICLE	IF	CITATIONS
19	Expert models and modeling processes associated with a computer-modeling tool. <i>Science Education</i> , 2006, 90, 579-604.	3.0	40
20	Progression in children's understanding of the matter concept from elementary to high school. <i>Journal of Research in Science Teaching</i> , 2006, 43, 320-347.	3.3	99
21	Effects of Combined Hands-on Laboratory and Computer Modeling on Student Learning of Gas Laws: A Quasi-Experimental Study. <i>Journal of Science Education and Technology</i> , 2006, 15, 89-100.	3.9	56
22	An Investigation of Factors Affecting the Degree of Naïve Impetus Theory Application. <i>Journal of Science Education and Technology</i> , 2005, 14, 101-116.	3.9	11
23	Developmental growth in students' concept of energy: Analysis of selected items from the TIMSS database. <i>Journal of Research in Science Teaching</i> , 2005, 42, 493-517.	3.3	100
24	Using the Rasch model to validate stages of understanding the energy concept. <i>Journal of Applied Measurement</i> , 2005, 6, 224-41.	0.3	8
25	Descriptive Categories and Structural Characteristics of Students' Conceptions: An exploration of the relationship. <i>Research in Science and Technological Education</i> , 2002, 20, 111-132.	2.5	14
26	Effects of Teacher Professional Development and Science Classroom Learning Environment on Students' Science Achievement. <i>Research in Science Education</i> , 0, , 1.	2.3	4