Christian D Schunn

List of Publications by Year
in descending order

220	8,770	50170 46	56606 83
papers	citations	h-index	g-index

225	225	225	5124
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Mind the gap: how a large-scale course re-design in economics reduced performance gaps. Journal of Experimental Education, 2022, 90, 783-796.	1.6	4
2	Peer feedback and teacher feedback: a comparative study of revision effectiveness in writing instruction for EFL learners. Higher Education Research and Development, 2022, 41, 1838-1854.	1.9	14
3	What makes students contribute more peer feedback? The role of within-course experience with peer feedback. Assessment and Evaluation in Higher Education, 2022, 47, 972-983.	3.9	6
4	Do experiences of interactional inequality predict lower depth of future student participation in peer review?. Computers in Human Behavior, 2022, 127, 107056.	5.1	6
5	Framework for unpacking studentsâ€™ mindsets in physics by gender. Physical Review Physics Education Research, 2022, 18, .	1.4	6
6	Whose ability and growth matter? Gender, mindset and performance in physics. International Journal of STEM Education, 2022, 9, .	2.7	7
7	Sources of gender differences in competency beliefs and retention in an introductory <scp>premedical</scp> science course. Journal of Research in Science Teaching, 2022, 59, 695-719.	2.0	2
8	Storytelling as a Tool to Enhance Conceptual Knowledge in Cell Biology. Journal of Microbiology and Biology Education, 2022, 23, .	0.5	2
9	Identity Complexes and Science Identity in Early Secondary: Mono-topical or in Combination with Other Topical Identities. Research in Science Education, 2021, 51, 369-390.	1.4	6
10	The Effects of Providing and Receiving Peer Feedback on Writing Performance and Learning of Secondary School Students. American Educational Research Journal, 2021, 58, 492-526.	1.6	31
11	Learning to improve the quality peer feedback through experience with peer feedback. Assessment and Evaluation in Higher Education, 2021, 46, 973-992.	3.9	16
12	Reviewer, essay, and reviewing-process characteristics that predict errors in web-based peer review. Computers and Education, 2021, 166, 104146.	5.1	6
13	From plans to actions: A process model for why feedback features influence feedback implementation. Instructional Science, 2021, 49, 365-394.	1.1	18
14	Coaching that supports teachersâ€™ learning to enact ambitious instruction. Instructional Science, 2021, 49, 877-898.	1.1	6
15	Why students want to provide feedback to their peers: Drivers of feedback quantity and variation by type of course. Journal of Psychology in Africa, 2021, 31, 336-343.	0.3	1
16	What aspects of online peer feedback robustly predict growth in studentsâ€™ task performance?. Computers in Human Behavior, 2021, 124, 106924.	5.1	21
17	Effects of Trained Peer vs. Teacher Feedback on EFL Studentsâ€™ Writing Performance, Self-Efficacy, and Internalization of Motivation. Frontiers in Psychology, 2021, 12, 788474.	1.1	8
18	From feedback to revisions: Effects of feedback features and perceptions. Contemporary Educational Psychology, 2020, 60, 101826.	1.6	56

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19	Locating and understanding the largest gender differences in pathways to science degrees. Science Education, 2020, 104, 144-163.	1.8	18
20	When peers agree, do students listen? The central role of feedback quality and feedback frequency in determining uptake of feedback. Contemporary Educational Psychology, 2020, 62, 101897.	1.6	22
21	Consequences of curricular adaptation strategies for implementation at scale. Science Education, 2020, 104, 983-1007.	1.8	2
22	Improving Engagement in Program Construction Examples for Learning Python Programming. International Journal of Artificial Intelligence in Education, 2020, 30, 299-336.	3.9	25
23	Changes in the reliability and validity of peer assessment across the college years. Assessment and Evaluation in Higher Education, 2020, 45, 1073-1087.	3.9	18
24	Short-Term and Long-Term Effects of POGIL in a Large-Enrollment General Chemistry Course. Journal of Chemical Education, 2020, 97, 1228-1238.	1.1	21
25	Perceived relevance of digital badges predicts longitudinal change in program engagement.. Journal of Educational Psychology, 2020, 112, 1020-1041.	2.1	4
26	Predicting pathways to optional summer science experiences by socioeconomic status and the impact on science attitudes and skills. International Journal of STEM Education, 2020, 7, .	2.7	7
27	Variation in which key motivational and academic resources relate to academic performance disparities across introductory college courses. International Journal of STEM Education, 2020, 7, .	2.7	6
28	What Drives Visitor Engagement in Exhibits? The Interaction Between Visitor Activation Profiles and Exhibit Features. Curator, 2019, , .	0.2	3
29	What Should Cognitive Science Look Like? Neither a Tree Nor Physics. Topics in Cognitive Science, 2019, 11, 845-852.	1.1	3
30	Scientific sensemaking supports science content learning across disciplines and instructional contexts. Contemporary Educational Psychology, 2019, 59, 101802.	1.6	24
31	Who Benefits From a Foundational Logic Course? Effects on Undergraduate Course Performance. Journal of Research on Educational Effectiveness, 2019, 12, 191-214.	0.9	1
32	Falling in love and staying in love with science: ongoing informal science experiences support fascination for all children. International Journal of Science Education, 2019, 41, 1626-1643.	1.0	35
33	Integrating a space for teacher interaction into an educative curriculum: design principles and teachersâ€™ use of the iPlan tool. Technology, Pedagogy and Education, 2019, 28, 133-155.	3.3	3
34	When Making the Grade Isnâ€™t Enough: The Gendered Nature of Premed Science Course Attrition. Educational Researcher, 2019, 48, 193-204.	3.3	71
35	Redesigning flipped classrooms: a learning model and its effects on student perceptions. Higher Education, 2019, 78, 711-728.	2.8	16
36	Teachersâ€™ goals predict computational thinking gains in robotics. Information and Learning Science, 2019, 120, 308-326.	0.8	13

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37	The alignment of written peer feedback with draft problems and its impact on revision in peer assessment. Assessment and Evaluation in Higher Education, 2019, 44, 294-308.	3.9	32
38	Change in Thinking Demands for Students Across the Phases of a Science Task: An Exploratory Study. Research in Science Education, 2019, 49, 859-883.	1.4	18
39	Analytical assessment of course sequencing: The case of methodological courses in psychology.. Journal of Educational Psychology, 2019, 111, 91-103.	2.1	11
40	Gendered patterns in the construction of physics identity from motivational factors. Physical Review Physics Education Research, 2019, 15, .	1.4	60
41	Why female science, technology, engineering, and mathematics majors do not identify with physics: They do not think others see them that way. Physical Review Physics Education Research, 2019, 15, .	1.4	55
42	Quality of Peer Feedback in relation to Instructional Design: A Comparative Study in Energy and Sustainability MOOCs. International Journal of Instruction, 2019, 12, 1025-1040.	0.6	14
43	Developing Computational Thinking through a Virtual Robotics Programming Curriculum. ACM Transactions on Computing Education, 2018, 18, 1-20.	2.9	70
44	Using principles of cognitive science to improve science learning in middle school: What works when and for whom?. Applied Cognitive Psychology, 2018, 32, 225-240.	0.9	4
45	The integration between nonsymbolic and symbolic numbers: Evidence from an <scp>EEG</scp> study. Brain and Behavior, 2018, 8, e00938.	1.0	11
46	The effect of math SAT on women's chemistry competency beliefs. Chemistry Education Research and Practice, 2018, 19, 342-351.	1.4	37
47	Attending to structural programming features predicts differences in learning and motivation. Journal of Computer Assisted Learning, 2018, 34, 115-128.	3.3	19
48	Investigating the multidimensionality of engagement: Affective, behavioral, and cognitive engagement across science activities and contexts. Contemporary Educational Psychology, 2018, 53, 87-105.	1.6	189
49	Exploring shifts in the characteristics of US government-funded science curriculum materials and their (unintended) consequences. Studies in Science Education, 2018, 54, 1-39.	3.4	4
50	Accountability in peer assessment: examining the effects of reviewing grades on peer ratings and peer feedback. Studies in Higher Education, 2018, 43, 2263-2278.	2.9	59
51	A longitudinal analysis of studentsâ€™ motivational characteristics in introductory physics courses: Gender differences. Canadian Journal of Physics, 2018, 96, 391-405.	0.4	59
52	What are critical features of science curriculum materials that impact student and teacher outcomes?. Science Education, 2018, 102, 260-282.	1.8	40
53	Finding an optimal balance between agreement and performance in an online reciprocal peer evaluation system. Studies in Educational Evaluation, 2018, 56, 94-101.	1.2	10
54	Student attitudes that predict participation in peer assessment. Assessment and Evaluation in Higher Education, 2018, 43, 800-811.	3.9	40

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55	Improving Conceptual Understanding and Representation Skills Through Excel-Based Modeling. Journal of Science Education and Technology, 2018, 27, 30-44.	2.4	21
56	Socioeconomic gaps in science achievement. International Journal of STEM Education, 2018, 5, 38.	2.7	39
57	The nature of science identity and its role as the driver of student choices. International Journal of STEM Education, 2018, 5, 48.	2.7	121
58	PCEX. , 2018, , .		12
59	The Art of Research: A Divergent/Convergent Thinking Framework and Opportunities for Science-Based Approaches. , 2018, , 167-186.		2
60	How can educational research support practice at scale? Attending to educational designer needs. British Educational Research Journal, 2018, 44, 1084-1100.	1.4	6
61	Participating by activity or by week in MOOCs. Information and Learning Science, 2018, 119, 572-585.	0.8	6
62	When I grow up: the relationship of <i>science learning activation</i> to STEM career preferences. International Journal of Science Education, 2018, 40, 1034-1057.	1.0	29
63	Navigation support in complex open learner models: assessing visual design alternatives. New Review of Hypermedia and Multimedia, 2018, 24, 160-192.	0.9	12
64	The effects of school-related and home-related optional science experiences on science attitudes and knowledge.. Journal of Educational Psychology, 2018, 110, 798-810.	2.1	10
65	Female students with Aâ€™s have similar physics self-efficacy as male students with Câ€™s in introductory courses: A cause for alarm?. Physical Review Physics Education Research, 2018, 14, .	1.4	105
66	Do the Best Design Ideas (Really) Come from Conceptually Distant Sources of Inspiration?. , 2018, , 111-139.		3
67	The Impact of Early Participation in Undergraduate Research Experiences on Multiple Measures of Premed Path Success. Council on Undergraduate Research Quarterly, 2018, 1, 13-18.	0.0	3
68	The increasingly important role of science competency beliefs for science learning in girls. Journal of Research in Science Teaching, 2017, 54, 790-822.	2.0	51
69	Applying math onto mechanisms: mechanistic knowledge is associated with the use of formal mathematical strategies. Cognitive Research: Principles and Implications, 2017, 2, 6.	1.1	3
70	Experimental evidence for diagramming benefits in science writing. Instructional Science, 2017, 45, 537-556.	1.1	2
71	Factors that deepen or attenuate decline of science utility value during the middle school years. Contemporary Educational Psychology, 2017, 49, 215-225.	1.6	15
72	Are we ready for citywide learning? Examining the nature of withinâ€•and betweenâ€•program pathways in a communityâ€•wide learning initiative. Journal of Community Psychology, 2017, 45, 413-425.	1.0	12

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73	The dynamics of micro-conflicts and uncertainty in successful and unsuccessful design teams. Design Studies, 2017, 50, 39-69.	1.9	27
74	The psychological characteristics of experiences that influence science motivation and content knowledge. International Journal of Science Education, 2017, 39, 2402-2432.	1.0	19
75	What Drives Attendance at Informal Learning Activities? A Study of Two Art Programs. Curator, 2017, 60, 351-364.	0.2	9
76	Robust mechanobiological behavior emerges in heterogeneous myosin systems. Proceedings of the National Academy of Sciences of the United States of America, 2017, 114, E8147-E8154.	3.3	5
77	How much professional development is needed with educative curriculum materials? It depends upon the intended student learning outcomes. Science Education, 2017, 101, 1015-1033.	1.8	11
78	Fine-Grained Open Learner Models. , 2017, , .		16
79	Charting the routes to revision: AnÂinterplay of writing goals, peer comments, and self-reflections from peer reviews. Instructional Science, 2017, 45, 679-707.	1.1	21
80	Different underlying motivations and abilities predict student versus teacher persistence in an online course. Educational Technology Research and Development, 2017, 65, 1471-1493.	2.0	13
81	The Role of Robotics Teamsâ€™ Collaboration Quality on Team Performance in a Robotics Tournament. Journal of Engineering Education, 2017, 106, 564-584.	1.9	47
82	The Impacts of Domain-General vs. Domain-Specific Diagramming Tools on Writing. International Journal of Artificial Intelligence in Education, 2017, 27, 671-693.	3.9	3
83	Building from In Vivo Research to the Future of Research on Relational Thinking and Learning. Educational Psychology Review, 2017, 29, 97-104.	5.1	2
84	How personal, behavioral, and environmental factors predict working in STEMM vs non-STEMM middle-skill careers. International Journal of STEM Education, 2017, 4, 22.	2.7	6
85	Measuring design innovation for project-based design assessment: considerations of robustness and efficiency. Bitacora Urbano Territorial, 2017, 27, 19-30.	0.1	0
86	Comparison of Collective Team and Individual Student Peer Feedback on Design. , 2017, , .		0
87	Understanding the benefits of receiving peer feedback: A case of matching ability in peer-review. Journal of Writing Research, 2016, 8, 227-265.	0.6	15
88	Families support their children's success in science learning by influencing interest and selfâ€efficacy. Journal of Research in Science Teaching, 2016, 53, 450-472.	2.0	72
89	Uncovering Uncertainty through Disagreement. Applied Cognitive Psychology, 2016, 30, 387-400.	0.9	16
90	Gender, interest, and prior experience shape opportunities to learn programming in robotics competitions. International Journal of STEM Education, 2016, 3, .	2.7	40

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91	The dimensions and impact of informal science learning experiences on middle schoolersâ€™ attitudes and abilities in science. International Journal of Science Education, 2016, 38, 2551-2572.	1.0	55
92	The effect of blended instruction on accelerated learning. Technology, Pedagogy and Education, 2016, 25, 269-286.	3.3	9
93	How Do Secondary Level Biology Teachers Make Sense of Using Mathematics in Design-Based Lessons About a Biological Process?. Contemporary Trends and Issues in Science Education, 2016, , 339-371.	0.2	4
94	Maximizing research and development resources: identifying and testing â€œload-bearing conditionsâ€• for educational technology innovations. Educational Technology Research and Development, 2016, 64, 245-262.	2.0	12
95	Improving Middle School Science Learning Using Diagrammatic Reasoning. Science Education, 2016, 100, 1184-1213.	1.8	21
96	Disentangling intensity from breadth of science interest: What predicts learning behaviors?. Instructional Science, 2016, 44, 423-440.	1.1	10
97	The nature of feedback: How peer feedback features affect studentsâ€™ implementation rate and quality of revisions.. Journal of Educational Psychology, 2016, 108, 1098-1120.	2.1	81
98	The D3 Methodology: Bridging Science and Design for Bio-Based Product Development. Journal of Mechanical Design, Transactions of the ASME, 2016, 138, .	1.7	10
99	Modeling Scientific Processes With Mathematics Equations Enhances Student Qualitative Conceptual Understanding and Quantitative Problem Solving. Science Education, 2016, 100, 290-320.	1.8	44
100	The Reliability and Validity of Peer Review of Writing in High School <scp>AP</scp>ÂEnglish Classes. Journal of Adolescent and Adult Literacy, 2016, 60, 13-23.	0.4	51
101	Unpacking the Relationship Between Science Education and Applied Scientific Literacy. Research in Science Education, 2016, 46, 129-140.	1.4	18
102	Tracking reading strategy utilisation through pupillometry. Australasian Journal of Educational Technology, 2016, 32, .	2.0	2
103	Writing to Learn and Learning to Write through SWoRD. , 2016, , 243-260.		7
104	Improving human understanding and design of complex multi-level systems with animation and parametric relationship supports. Design Science, 2015, 1, .	1.1	9
105	An investigation of the relationship between K-8 robotics teams' collaborative behaviors and their performance in a robotics tournament. , 2015, , .		0
106	The Impact of Analogies on Creative Concept Generation: Lessons From an <i>In Vivo</i> Study in Engineering Design. Cognitive Science, 2015, 39, 126-155.	0.8	71
107	Development of Graphical User Interfaces to Improve Human Design Proficiency for Complex Multi-Level Biosystems. , 2015, , .		1
108	A framework for analyzing cognitive demand and content-practices integration: Task analysis guide in science. Journal of Research in Science Teaching, 2015, 52, 659-685.	2.0	82

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109	The D3 Science-to-Design Methodology: Automated and Cognitive-Based Processes for Discovering, Describing, and Designing Complex Nanomechanical Biosystems. , 2015, , .		4
110	Comprehension through explanation as the interaction of the brainâ€™s coherence and cognitive control networks. Frontiers in Human Neuroscience, 2015, 9, 562.	1.0	13
111	Science Classroom Inquiry (SCI) Simulations: A Novel Method to Scaffold Science Learning. PLoS ONE, 2015, 10, e0120638.	1.1	36
112	Case studies of a robot-based game to shape interests and hone proportional reasoning skills. International Journal of STEM Education, 2015, 2, .	2.7	13
113	Understanding the benefits of providing peer feedback: how students respond to peersâ€™ texts of varying quality. Instructional Science, 2015, 43, 591-614.	1.1	104
114	Emergent Systems Energy Laws for Predicting Myosin Ensemble Processivity. PLoS Computational Biology, 2015, 11, e1004177.	1.5	13
115	The Learning Benefits of Being Willing and Able to Engage in Scientific Argumentation. International Journal of Science Education, 2015, 37, 1590-1612.	1.0	57
116	Synergistic human-agent methods for deriving effective search strategies: the case of nanoscale design. Research in Engineering Design - Theory, Applications, and Concurrent Engineering, 2015, 26, 145-169.	1.2	16
117	Cognitive Demand of Model Tracing Tutor Tasks: Conceptualizing and Predicting How Deeply Students Engage. Technology, Knowledge and Learning, 2015, 20, 317-337.	3.1	7
118	Using mental computation training to improve complex mathematical performance. Instructional Science, 2015, 43, 463-485.	1.1	3
119	Measuring choice to participate in optional science learning experiences during early adolescence. Journal of Research in Science Teaching, 2015, 52, 686-709.	2.0	30
120	The importance of iteration in creative conceptual combination. Cognition, 2015, 145, 104-115.	1.1	57
121	Do the best design ideas (really) come from conceptually distant sources of inspiration?. Design Studies, 2015, 36, 31-58.	1.9	106
122	Cognitive-Based Search Strategies for Complex Bio-Nanotechnology Design Derived Through Symbiotic Human and Agent-Based Approaches. , 2014, , .		7
123	Children's Motivation Toward Science Across Contexts, Manner of Interaction, and Topic. Science Education, 2014, 98, 189-215.	1.8	63
124	Scientifically literate action: Key barriers and facilitators across context and content. Public Understanding of Science, 2014, 23, 718-733.	1.6	11
125	A framework for unpacking cognitive benefits of distributed complex visual displays.. Journal of Experimental Psychology: Applied, 2014, 20, 260-269.	0.9	3
126	Visualizing Uncertainty. Human Factors, 2014, 56, 509-520.	2.1	33

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127	Identifying Thesis and Conclusion Statements in Student Essays to Scaffold Peer Review. Lecture Notes in Computer Science, 2014, , 254-259.	1.0	11
128	Is the Link from Working Memory to Analogy Causal? No Analogy Improvements following Working Memory Training Gains. PLoS ONE, 2014, 9, e106616.	1.1	9
129	A Tool for Summarizing Studentsâ€™ Changes across Drafts. Lecture Notes in Computer Science, 2014, , 679-682.	1.0	1
130	Strategies for success: uncovering what makes students successful in design and learning. Instructional Science, 2013, 41, 773-791.	1.1	39
131	The effects of skill diversity on commenting and revisions. Instructional Science, 2013, 41, 381-405.	1.1	36
132	The nature of mind wandering during reading varies with the cognitive control demands of the reading strategy. Brain Research, 2013, 1539, 48-60.	1.1	19
133	Design of Complex Biologically Based Nanoscale Systems Using Multi-Agent Simulations and Structureâ€"Behaviorâ€"Function Representations. Journal of Mechanical Design, Transactions of the ASME, 2013, 135, .	1.7	11
134	Expert representation of design repository space: A comparison to and validation of algorithmic output. Design Studies, 2013, 34, 729-762.	1.9	15
135	The role of evaluative metadata in an online teacher resource exchange. Educational Technology Research and Development, 2013, 61, 863-883.	2.0	14
136	Learning Through Case Comparisons: A Meta-Analytic Review. Educational Psychologist, 2013, 48, 87-113.	4.7	205
137	Probing Why Nature may Favor Heterogeneous Myosin Systems through Single Molecule and Systems Level Approaches. Biophysical Journal, 2013, 104, 496a.	0.2	0
138	Are badges useful in education?: it depends upon the type of badge and expertise of learner. Educational Technology Research and Development, 2013, 61, 217-232.	2.0	315
139	The interplay of conflict and analogy in multidisciplinary teams. Cognition, 2013, 126, 1-19.	1.1	38
140	Utilizing Emergent Levels to Facilitate Complex Systems Design: Demonstrated in a Synthetic Biology Domain. , 2013, , .		2
141	Reuse and Recycle: The Development of Adaptive Expertise, Routine Expertise, and Novelty in a Large Research Team. Applied Cognitive Psychology, 2013, 27, 415-428.	0.9	15
142	The role of physicality in rich programming environments. Computer Science Education, 2013, 23, 315-331.	2.7	50
143	The Meaning of â€œNearâ€• and â€œFarâ€: The Impact of Structuring Design Databases and the Effect of Distance of Analogy on Design Output. Journal of Mechanical Design, Transactions of the ASME, 2013, 135, .	1.7	177
144	Testing the Basis for an Automated Design-by-Analogy Tool Through Comparison to Expert Thinking. , 2013, , .		2

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145	Decay Versus Interference. Psychological Science, 2012, 23, 1435-1437.	1.8	31
146	Work in progress: Student-directed learning: An approach to sustainability and engineering education. , 2012, , .		1
147	The Meaning of â€œNearâ€•and â€œFarâ€: The Impact of Structuring Design Databases and the Effect of Distance of Analogy on Design Output. , 2012, , .		3
148	Design of Complex Nano-Scale Systems Using Multi-Agent Simulations and Structure-Behavior-Function Representations. , 2012, , .		1
149	Physical Design Tools Support and Hinder Innovative Engineering Design. Journal of Mechanical Design, Transactions of the ASME, 2012, 134, .	1.7	27
150	Unpacking the temporal advantage of distributing complex visual displays. International Journal of Human Computer Studies, 2012, 70, 812-827.	3.7	8
151	Studying teacher selection of resources in an ultra-large scale interactive system: Does metadata guide the way?. Computers and Education, 2012, 58, 551-559.	5.1	26
152	Analogy as a strategy for supporting complex problem solving under uncertainty. Memory and Cognition, 2012, 40, 1352-1365.	0.9	46
153	Mental arithmetic activates analogic representations of internally generated sums. Neuropsychologia, 2012, 50, 2397-2407.	0.7	5
154	Dynamic Sensorimotor Planning during Long-Term Sequence Learning: The Role of Variability, Response Chunking and Planning Errors. PLoS ONE, 2012, 7, e47336.	1.1	29
155	Natural Language Processing techniques for researching and improving peer feedback. Journal of Writing Research, 2012, 4, 155-176.	0.6	24
156	Redesigning Educational Peer Review Interactions Using Computer Tools: An Introduction. Journal of Writing Research, 2012, 4, 111-119.	0.6	15
157	Performance Benefits of Spatially Distributed Versus Stacked Information on Integration Tasks. Applied Cognitive Psychology, 2012, 26, 207-214.	0.9	4
158	Thoughts on Thinking: Engaging Novice Music Students in Metacognition. Applied Cognitive Psychology, 2012, 26, 403-409.	0.9	18
159	Learning Together While Designing: Does Group Size Make a Difference?. Journal of Science Education and Technology, 2012, 21, 83-94.	2.4	25
160	The neural correlates of strategic reading comprehension: Cognitive control and discourse comprehension. NeuroImage, 2011, 58, 675-686.	2.1	54
161	Physical Design Tools Support and Hinder Innovative Engineering Design. Proceedings of the Human Factors and Ergonomics Society, 2011, 55, 1279-1283.	0.2	1
162	Social Biases and Solutions for Procedural Objectivity. Hypatia, 2011, 26, 352-373.	0.5	31

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163	Intragroup Conflict Under the Microscope: Microâ€Conflicts in Naturalistic Team Discussions. Negotiation and Conflict Management Research, 2011, 4, 314-351.	1.0	31
164	Assessing group-level participation in fluid teams: Testing a new metric. Behavior Research Methods, 2011, 43, 522-536.	2.3	13
165	Studentsâ€™ perceptions about peer assessment for writing: their origin and impact on revision work. Instructional Science, 2011, 39, 387-406.	1.1	187
166	Understanding Innovation: A Study of Perspectives and Perceptions in Engineering. , 2011, , .		1
167	On the Benefits and Pitfalls of Analogies for Innovative Design: Ideation Performance Based on Analogical Distance, Commonness, and Modality of Examples. Journal of Mechanical Design, Transactions of the ASME, 2011, 133, .	1.7	201
168	Spatially distributed instructions improve learning outcomes and efficiency.. Journal of Educational Psychology, 2011, 103, 60-72.	2.1	15
169	A Design Exploration of Genetically Engineered Myosin Motors. , 2011, , .		1
170	Writing in natural sciences: Understanding the effects of different types of reviewers on the writing. Journal of Writing Research, 2011, 2, 365-393.	0.6	16
171	From Uncertainly Exact to Certainly Vague. Psychology of Learning and Motivation - Advances in Research and Theory, 2010, , 227-252.	0.5	2
172	High Regularities in Eyeâ€Movement Patterns Reveal the Dynamics of the Visual Working Memory Allocation Mechanism. Cognitive Science, 2010, 34, 322-337.	0.8	9
173	A Study of Design Fixation, Its Mitigation and Perception in Engineering Design Faculty. Journal of Mechanical Design, Transactions of the ASME, 2010, 132, .	1.7	260
174	A Socialâ€Cognitive Framework of Multidisciplinary Team Innovation. Topics in Cognitive Science, 2010, 2, 73-95.	1.1	88
175	Developing Writing Skills Through Students Giving Instructional Explanations. , 2010, , 207-221.		4
176	The role and impact of mental simulation in design. Applied Cognitive Psychology, 2009, 23, 327-344.	0.9	77
177	The nature of feedback: how different types of peer feedback affect writing performance. Instructional Science, 2009, 37, 375-401.	1.1	315
178	The Impact of an Engineering Design Curriculum on Science Reasoning in an Urban Setting. Journal of Science Education and Technology, 2009, 18, 209-223.	2.4	94
179	Evaluating the impact of a facilitated learning community approach to professional development on teacher practice and student achievement. Research in Science and Technological Education, 2009, 27, 339-354.	1.4	39
180	How Do Scientists Respond to Anomalies? Different Strategies Used in Basic and Applied Science. Topics in Cognitive Science, 2009, 1, 711-729.	1.1	21

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181	A new metric for assessing group level participation in fluid teams. , 2009, , .		1
182	â€œPutting Blinkers on a Blind Manâ€• , 2009, , 48-74.		7
183	A validation study of studentsâ€™ end comments: Comparing comments by students, a writing instructor, and a content instructor. Journal of Writing Research, 2009, 1, 124-152.	0.6	48
184	Developing a Focus for Green Building Occupant Training Materials. Journal of Green Building, 2009, 4, 175-184.	0.4	12
185	Determining Adequate Information for Green Building Occupant Training Materials. Journal of Green Building, 2009, 4, 143-150.	0.4	15
186	Identifying studentsâ€™ perceptions of the important classroom features affecting learning aspects of a design-based learning environment. Learning Environments Research, 2008, 11, 195-209.	1.8	21
187	Bringing Engineering Design into High School Science Classrooms: The Heating/Cooling Unit. Journal of Science Education and Technology, 2008, 17, 454-465.	2.4	190
188	Designâ€based learning for biology. Biochemistry and Molecular Biology Education, 2008, 36, 292-298.	0.5	28
189	Peer-based computer-supported knowledge refinement. Communications of the ACM, 2008, 51, 83-88.	3.3	45
190	Middleâ€School Science Through Designâ€Based Learning versus Scripted Inquiry: Better Overall Science Concept Learning and Equity Gap Reduction. Journal of Engineering Education, 2008, 97, 71-85.	1.9	254
191	Scaffolded writing and rewriting in the discipline: A web-based reciprocal peer review system. Computers and Education, 2007, 48, 409-426.	5.1	337
192	Private Speech and Executive Functioning among High-Functioning Children with Autistic Spectrum Disorders. Journal of Autism and Developmental Disorders, 2007, 37, 1617-1635.	1.7	94
193	Global vs. local information processing in visual/spatial problem solving: The case of traveling salesman problem. Cognitive Systems Research, 2007, 8, 192-207.	1.9	34
194	The relationship of analogical distance to analogical function and preinventive structure: the case of engineering design. Memory and Cognition, 2007, 35, 29-38.	0.9	375
195	Validity and reliability of scaffolded peer assessment of writing from instructor and student perspectives.. Journal of Educational Psychology, 2006, 98, 891-901.	2.1	249
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