A Complete Bibliography of Publications in
Science & Education (Springer)

Nelson H. F. Beebe
University of Utah
Department of Mathematics, 110 LCB
155 S 1400 E RM 233
Salt Lake City, UT 84112-0090
USA
Tel: +1 801 581 5254
FAX: +1 801 581 4148
E-mail: beebe@math.utah.edu,
beebe@acm.org,
beebe@computer.org (Internet)
WWW URL: http://www.math.utah.edu/~beebe/

09 July 2020
Version 1.15

Title word cross-reference

1 [1282], $120$ [1556], $24.95$ [1608], $31.00$ [1554], $44.95$ [1431], $45.00$ [1553], $60.00$ [1555]. $1$ [1072]. $17$th [675]. 10.99 [1551]. 12 [1397]. 14-Year-Olds [1681]. 17th [221, 25, 40].
17th-century [25]. 18th [640, 221, 527, 648, 646, 605, 647].
262-03394-7 [1554].

3P [562]. ‘3P-model’ [562].

5th [906].
8

[1131, 1153]. Contextual [1664, 1365, 1092, 757, 160]. Contextualized
[964, 766, 1549, 1325]. Contextualizing [1627]. Continental [1431, 516].
Contingency [1702]. Contingent [988]. Continual [500]. Continuation
Contribute [1283, 1441]. Contributions [1438, 1347, 1312, 1630, 1689, 626].
Controversies [1712, 969, 807, 1645, 1122, 363, 1579, 1489, 730, 744].
Conversations [1094]. Convictions [387]. Cooling [981]. Coordination
[1365]. Copernican [967]. Copernicus [850, 1208, 902]. Core [875, 1080, 1447].
Cornerstones [1221]. Correcting [809, 702]. Correction [1690, 1691].
Corrections [611]. Correns [1305]. Correspondence [1667]. Cortes [257].
Creating [1275, 662, 309, 1125, 949]. Creation [593, 828]. Creationism
[977, 1045, 1468, 879, 877, 410, 826, 1370]. Creationist [794, 1295, 1309, 847].
Cult [1158]. Cultivating [1190]. Cultural [1553, 1252, 558, 669, 995, 1387, 598, 420, 671, 1183, 1504, 130, 1521, 71, 1553].


Mathematicics [1186, 1179, 1332, 1189, 624, 1187, 986, 1190, 386, 1543, 618, 246, 1095, 1338, 898, 1047, 1188, 1442, 1331, 1178, 571, 1180, 1335, 1339, 1333, 613, 1012, 627, 1181, 846, 616, 1132, 1185, 867, 888, 1342, 683, 376, 881, 889, 204, 1184, 891, 364, 1527, 1426, 1100, 5, 757, 91, 17, 6, 41, 25, 777, 1066]. Mathematization
[787]. **Overrides** [1000]. **Overview** [861, 218, 1071, 490]. **Ovid** [1208]. **Own** [895]. **Oxford** [1551, 1553, 1287, 1034]. **Oxide** [833, 697].

**P** [1328]. **P.** [1084]. **Padilla** [1061]. **Pages** [1553, 1556, 1554, 1551, 1608, 1557, 1555]. **Palabras** [1207]. **Panagiotis** [998]. **Pandemic** [1692]. **Paperback** [1608, 1552]. **Papers** [838, 839, 78, 56]. **Parabolas** [1190]. **Paradigm** [525]. **Paradigmatic** [1302, 4]. **Paradox** [1225, 1234]. **Paradoxes** [954]. **Parameters** [954]. **Paranormal** [879, 393, 1550, 98]. **Parent** [1693]. **Paris** [619]. **Parisian** [1190]. **Past** [1248, 649, 1452, 1055]. **Pastoral** [1530]. **Passion** [1383]. **Passive** [1383]. **Pastoralism** [1190]. **Paving** [1146]. **PCK** [1716].

**PCK-Based** [1716]. **Peaks** [1427]. **Pedagogical** [953, 1104, 571, 1506, 552, 1694, 1670, 816, 672, 508, 50]. **Pedagogy** [711, 710, 1179, 526, 206, 709, 1405, 180, 523, 1227, 649, 695, 707]. **Pedro** [1061, 1207, 641]. **Peirce** [250]. **Peircian** [529]. **Pendulum** [553, 533, 633, 531, 634, 636, 534, 557, 535, 550, 527, 764, 564, 637, 554, 528, 536, 369, 552, 523, 547, 525, 548, 549, 530, 556, 546, 555, 1247].

**Pendulums** [526, 559, 532]. **People** [1560, 1197, 1623, 977]. **Perceive** [1695]. **Perceived** [393]. **Perception** [711, 390, 458, 554, 413]. **Perceptual** [862].

**Perceptions** [1693, 1406, 405]. **Pererius** [620]. **Perez** [500]. **Perfect** [1203]. **Performing** [1443]. **Perils** [1133]. **Periodic** [705, 839]. **Periphery** [638, 643]. **Perish** [1400]. **Personal** [1520, 1556, 326, 720]. **Personalities** [934]. **Personalized** [1169]. **Perspective** [263, 1433, 1202, 622, 1236, 1511, 1104, 1101, 1316, 1338, 920, 1642, 573, 606, 1548, 1350, 1510, 1676, 403, 1237, 377, 1383, 433, 888, 1065, 930, 1569, 1685, 1508, 927, 987]. **Perspectives** [885, 1347, 302, 1329, 814, 1610, 1557, 1119, 1168, 1371, 1243, 1155, 725, 1606, 672, 490, 726, 1479, 991, 1088]. **Peter** [1299, 1320, 999, 950, 1085, 1297, 882, 186, 938].

**Petrine** [648]. **Pflantzen** [1302]. **Phaeton** [1208]. **Phenomena** [1496, 1658, 1671, 393, 555].

**Phenomenographic** [1172]. **Phenomenological** [390]. **Phenomenon** [1591, 463]. **Philadelphia** [1555]. **Philipp** [505]. **Phillips** [1051].

**Philogenesia** [227]. **Philosopher** [1607, 1412, 475, 843, 857, 1461].

**Philosophers** [937]. **Philosophical** [896, 991, 984, 969, 92, 572, 1122, 1056, 359, 1114, 406, 1016, 1022, 1033, 571, 281, 1510, 552, 780, 1371, 1708, 1531, 181, 646, 1035, 1025, 14, 990, 1317, 253, 1125, 1577, 1154, 1479, 16, 815].

**Philosophical** [815]. **Philosophically** [1600, 1476, 908, 881].

**Philosophically-Engaged** [1476]. **Philosophy** [553, 1621, 466, 1320, 351, 1369, 858, 1189, 810, 1072, 82, 294, 538, 713, 1287, 1044, 751, 950, 838, 1255, 349, 398, 1109, 509, 942, 400, 383, 995, 1283, 1210, 1104, 1281, 1298, 1322, 1056, 864, 992, 993, 756, 1355, 1047, 1188, 1315, 980, 284, 1034, 1016, 1505, 1612, 1178, 1130, 906, 573, 1450, 862, 959, 788, 927, 613, 218, 929, 1138, 1012,

1202, 48, 1643, 1241, 132, 720, 147, 90, 97, 102, 105, 173, 869, 987, 1241, 132, 720, 147, 90, 97, 102, 105, 173, 869, 987.


REFERENCES

X [466]. Xenotransplantation [834]. XVII [624]. XVIII [624, 1461].


Z [1159]. Zealand [517]. Zoltán [165, 242].

References


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


Anonymous:1994:BNd


Anonymous:1994:Nd


Suchting:1995:NST


Smith:1995:FIE


deBerg:1995:RPV


deCastro:1995:HAT


Rowell:1995:RAU


REFERENCES

SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic). See reply [133] and response [117].


Ohlsson:1995:EOM


Dewey:1995:SSM


Allchin:1995:BR


Anonymous:1995:BNc


Anonymous:1995:Nc


Kawasaki:1996:CSJ


Krugly-Smolska:1996:SCM


Jenkins:1996:BSF


REFERENCES


REFERENCES


REFERENCES

Grandy:1997:COD


Nola:1997:CSS


Phillips:1997:CGR


Matthews:1997:PPC


Ogborn:1997:CML


Hardy:1997:GRC


Suchting:1997:RPS


Matthews:1997:BPC


REFERENCES


Anonymous:1997:Ca


Smith:1997:SDM


Allchin:1997:RPC


DeBerg:1997:DCW


Good:1997:BR


Anonymous:1997:BN


Anonymous:1997:Cb


Anonymous:1997:E

REFERENCES


Machamer:1998:PSO


Stuewer:1998:HP


Coppola:1998:MCF


Gauld:1998:SPI


Chalmers:1998:RAS


Villani:1998:STR


Anonymous:1998:BNa


Anonymous:1998:Ca

REFERENCES


REFERENCES


REFERENCES


McComas:1998:NSS

Loving:1998:CME

Halloun:1998:IVD

Nott:1998:EID

Lederman:1998:ANS

Robinson:1998:STN

Robinson:1998:RST


REFERENCES


REFERENCES


REFERENCES


REFERENCES

Chang:1999:HPS


Nola:1999:PST


Talmont-Kaminski:1999:DNI


Anonymous:1999:Cd


Anonymous:1999:Eb


Schwitzgebel:1999:CTD


Brewer:1999:STN


Hewson:1999:SSR

REFERENCES

September 1999. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic). See [299] and reply [305].

Duschl:1999:DEP


Gilbert:1999:ECS


Ohlsson:1999:TCI


Schwitzgebel:1999:RCS


Anonymous:1999:Ce


Allchin:1999:E


Flannery:1999:CTC

REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


[384] José Claudio Reis, Andreia Guerra, Marco Braga, and Jairo Freitas. History, science and culture: Curricular experiences in Brazil. Science
REFERENCES


REFERENCES


[413] Hsingchi A. Wang and David D. Marsh. Science instruction with a humanistic twist: Teachers’ perception and practice in using the history of


[420] Olivia Levrini. Reconstructing the basic concepts of general relativity from an educational and cultural point of view. *Science & Education*


REFERENCES


REFERENCES


REFERENCES


REFERENCES


 REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


[517] Lone Morris Jorgensen and Sue Ann Ryan. Relativism, values and morals in the New Zealand Curriculum Framework. *Science & Edu-
REFERENCES

Ben-Ari:2004:RND

Nola:2004:BRM

Anonymous:2004:BNa

Anonymous:2004:N

Anonymous:2004:Cb

Matthews:2004:PPS

Peters:2004:PCR


REFERENCES


Roscoe:2004:LTC


Smith:2004:KBU


Cobern:2004:AOR


Davson-Galle:2004:UKB


Lawson:2004:RAP


Matthews:2004:I


Weltner:2004:ITN


Medina:2004:ECS

Peters:2004:SCP


Phillips:2004:WMF


Gauld:2004:TCP


Aczel:2004:LFH


Matthews:2004:IGP


Aduriz-Bravo:2004:MPP


Lomas:2004:DIP


Zachos:2004:PPA


REFERENCES


Tseitlin:2005:PTS


Perla:2005:NSR


Gauld:2005:HMS


Gil-Perez:2005:TAS


Guisasola:2005:NSI


vonBaeyer:2005:DWS


Abiko:2005:LVP


Ben-Ari:2005:SLH

REFERENCES


REFERENCES

114


REFERENCES


REFERENCES


REFERENCES

March 2006. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic).


REFERENCES

304, March 2006. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic).


[641] José Ramón Bertomeu Sánchez and Antonio García Belmar. Pedro Gutiérrez Bueno’s textbooks: Audiences, teaching practices and chemical
REFERENCES


[648] Irina Gouzevitch. The editorial policy as a mirror of Petrine reforms: Textbooks and their translators in early 18th century Russia. Science
REFERENCES


REFERENCES


[662] Terhi Mäntylä and Ismo T. Koponen. Understanding the role of measurements in creating physical quantities: A case study of learning to


REFERENCES


REFERENCES


REFERENCES


REFERENCES


deBerg:2008:TOC


Ryder:2008:TAE


Martin-Hansen:2008:FYC


Dickerson:2008:CVR


Nashon:2008:WHS


Padilla:2008:IHP


Cobern:2008:EEE


[710] Christopher Ayala, Steven Borawski, and Jonathon Miller. Replication and pedagogy in the history of psychology V: The metronome and Wilhelm Wundt’s search for the components of consciousness. *Science & Ed-
REFERENCES

Athy:2008:RPH


Ranney:2008:SHR


Davson-Galle:2008:WCS


Cavicchi:2008:HES


Mihas:2008:DIR


Lattery:2008:LDM


Zeidler:2008:SEI


Pinnick:2008:SEW


Intemann:2008:INF


Landau:2008:PFS


Crasnow:2008:FPS


Rolin:2008:GPF


Schmaus:2008:NWT


Ginev:2008:HSM


Klee:2008:AIB

REFERENCES


Wong:2009:TCO


Lawson:2009:HDN


Villani:2009:STE


Rosa:2009:AMC


Douglas:2009:PSP


Uebel:2009:KWY


Stump:2009:PAI

[753] David J. Stump. Pragmatism, activism, and the icy slopes of logic in George Reisch’s portrait of the philosophy of science as a Young field.
REFERENCES


**Edgar:2009:LEP**


**Reisch:2009:TKP**


**Howard:2009:BRT**


**vonBergmann:2009:DAC**


**Schulz:2009:RSEa**


**Schulz:2009:RSEb**


**Tala:2009:UVS**


REFERENCES


REFERENCES


REFERENCES


Gauch:2009:RCR


Matthews:2009:SWC


Lindahl:2009:EMU


Kampourakis:2009:PEE


Heaton:2009:RDY


Clary:2009:AWK


Eshach:2009:NPP

REFERENCES


REFERENCES


REFERENCES


Thomson:2010:BRN


deBerg:2010:TOC


Lindahl:2010:PMU


Hansson:2010:CAW


Roca-Rosell:2010:VHS


Roca-Rosell:2010:AQM


Earley:2010:BRE

REFERENCES


150

150

REFERENCES

Panagiotou:2011:UHT


Wendel:2011:OBE


Finocchiaro:2011:GAG


Kalman:2011:CFC


Slezak:2011:RMF


Assis:2011:BRA


Gauld:2011:BRM


Lawson:2011:BRR

REFERENCES

Bottcher:2011:ASE


Delgado:2011:NHS


Kalman:2011:ESC


Matthews:2011:BRA


Arp:2011:BRS


Jenson:2011:BRA


Nola:2011:BRM

REFERENCES


REFERENCES

Matthews:2011:BRS

Cakir:2011:BRB

Timberlake:2011:BRA

Settlage:2011:BRD

Erduran:2011:BRM

Good:2011:EI

Bunge:2011:KGB


REFERENCES


Piliouras:2011:PPT


Arapaki:2011:PTR


deBerg:2011:JPA


Jankvist:2011:NAH


Heeffer:2011:HOA


Vera:2011:BCV


BouJaoude:2011:MEL

[901] Saouma BouJaoude, Jason R. Wiles, Anila Asghar, and Brian Alters. Muslim Egyptian and Lebanese students’ conceptions of biological evo-
REFERENCES


Papadouris:2011:PIT

Hadjilouca:2011:RTI

Andreou:2011:LHC

Hovardas:2011:TCR

Lee:2012:LRC

Sharma:2012:GCC

Stromdahl:2012:DCE


REFERENCES


Machamer:2012:BRL


Schirrmacher:2012:PSB


Mergoupi-Savaidou:2012:STG


Simoes:2012:RWR


Herran:2012:SGG


Frank:2012:TLS

REFERENCES


165

REFERENCES


REFERENCES


[961] Elder Sales Teixeira, Ileana Maria Greca, and Olival Freire Jr. The history and philosophy of science in physics teaching: A research synthesis
REFERENCES


[962] Haydée Santilli. Science and technology, autonomous and more inter-

[963] Cláudia Faria, Gonçalo Pereira, and Isabel Chagas. D. Carlos de Braga-
ança, a pioneer of experimental marine oceanography: Filling the gap 
between formal and informal science education. *Science & Education 
(Springer)*, 21(6):813–826, June 2012. CODEN SCEDE9. ISSN 0926-
7220 (print), 1573-1901 (electronic).

[964] Irene Arriassecq and Ileana María Greca. A teaching–learning sequence 
for the special relativity theory at high school level historically and epistemologically contextualized. *Science & Education (Springer)*, 21(6): 
827–851, June 2012. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-
1901 (electronic).

[965] Maria Develaki. Integrating scientific methods and knowledge into the 
teaching of Newton’s theory of gravitation: An instructional sequence for 
teachers’ and students’ nature of science education. *Science & Education 
(Springer)*, 21(6):853–879, June 2012. CODEN SCEDE9. ISSN 0926-
7220 (print), 1573-1901 (electronic).

[966] Erin E. Peters. Developing content knowledge in students through expi-
tic teaching of the nature of science: Influences of goal setting and 
2012. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic).

[967] Ted Richards. Using kinesthetic activities to teach Ptolemaic and Coper-
June 2012. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic).
[968] Nicolas Décamp and Cécile de Hosson. Implementing Eratosthenes’
discovery in the classroom: Educational difficulties needing attention. 
SCEDE9. ISSN 0926-7220 (print), 1573-1901 (electronic).

[969] Marco Braga, Andreia Guerra, and José Claudio Reis. The role of
historical–philosophical controversies in teaching sciences: The debate
934, June 2012. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901
(electronic).

935–936, July 2012. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-
1007/s11191-012-9448-6.pdf.

[971] Richard Bellon. The moral dignity of inductive method and the re-
c oncilation of science and faith in Adam Sedgwick’s discourse. *Science
ISSN 0926-7220 (print), 1573-1901 (electronic).

[972] T. Russell Hunter. Making a theist out of Darwin: Asa Gray’s post-
975, July 2012. CODEN SCEDE9. ISSN 0926-7220 (print), 1573-1901
(electronic).

[973] Piers J. Hale. Darwin’s other bulldog: Charles Kingsley and the pop-
(Springer)*, 21(7):977–1013, July 2012. CODEN SCEDE9. ISSN 0926-
7220 (print), 1573-1901 (electronic).

(Springer)*, 21(7):1015–1034, July 2012. CODEN SCEDE9. ISSN 0926-
7220 (print), 1573-1901 (electronic).


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


Rowlands:2013:BRC


Lujan:2013:BRH


Shank:2013:BRJ


vanDijk:2013:BRM


Stinner:2013:BRG


Taber:2013:BRM


Chalmers:2013:HCW

REFERENCES


[1079] Zhi Hong Wan, Siu Ling Wong, and Ying Zhan. When nature of science meets Marxism: Aspects of nature of science taught by Chinese science teacher educators to prospective science teachers. *Science & Education*
REFERENCES


[Rizaki:2013:UHP]


[Anderson:2013:RIO]


[Vazquez-Alonso:2013:SSS]


[Boudry:2013:BRA]


[Rowbottom:2013:BRP]


[Gauvin:2013:BRP]


[Mohr:2013:BRS]

REFERENCES


Minelli:2013:BRP


Thomson:2013:BRT


Chen:2013:BRE


McCain:2013:BRM


Kampourakis:2013:BRR


Taber:2013:BRK


Seroglou:2013:I

REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


[1176] Pratchayapong Yasri, Shagufta Arthur, Mike U. Smith, and Rebecca Mancy. Relating science and religion: An ontology of taxonomies and


[1196] Jenny Donovan and Grady Venville. Blood and bones: The influence of the mass media on Australian primary school children’s understand-
REFERENCES


REFERENCES


Assis:2014:BRM

Kampourakis:2014:BRM

Koliopoulos:2014:I

Levy-Leblond:2014:MSU

Lourenco:2014:DCC

Cerreta:2014:GPC

Bernarduzzi:2014:MHA
REFERENCES

205

Filippoupoliti:2014:INF

Blancke:2014:ECB

deHosson:2014:UAC

Mugaloglu:2014:PPS

Deng:2014:ASC

Kosem:2014:NRT

Greca:2014:EIC
[1230] Ileana M. Greca, Eugenia Seoane, and Irene Arriasecq. Epistemological issues concerning computer simulations in science and their implications...


REFERENCES


REFERENCES


REFERENCES


REFERENCES


Campanile:2015:MGP


Anonymous:2015:AR


Janssen:2015:MPS


Hadzigeorgiou:2015:CSE


Stuckey:2015:PWL


Legates:2015:CCM


Taber:2015:BRB

REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


Elcoat:2015:RP


Pigliucci:2015:TEW


Emmeche:2015:UM


Kampourakis:2015:PRD


Wilkenfeld:2015:IBE


Sandoval:2015:CNS


Fouad:2015:UHS

REFERENCES

Leden:2015:TWT

Bagdonas:2015:ETA

Archila:2015:UHP

Ruse:2015:CTM

Minelli:2015:SPP

Kragh:2015:QD

Jimenez-Aleixandre:2015:RNS
REFERENCES


REFERENCES


REFERENCES


REFERENCES


dePereira:2016:EMA


Galamba:2016:CIS


Pavez:2016:UPD


Williams:2016:EHG


Dodick:2016:MTW


Matthews:2016:SMB


Branch:2016:DHM


REFERENCES


Zudini:2016:CEM


Shank:2016:HGP


Plutynski:2016:EPL


Peterson:2016:BGH


Gericke:2016:GFT


Dolphin:2016:MGW


Sharma:2016:UCC

REFERENCES


REFERENCES


REFERENCES


Galili:2016:TW


Boyer:2016:PET


Rundgren:2016:IK


Burgin:2016:DAR


Wan:2016:VC


Kaya:2016:FRH


[1468] Ralph M. Barnes, Rebecca A. Church, and Samuel Draznin-Nagy. The nature of the arguments for Creationism, intelligent design, and evol...
REFERENCES

240

Gouvea:2017:MVM


Garcia-Carmona:2017:UNS


McLaughlin:2017:ETC


Herbert:2017:CAP


King:2017:CNH


Flodin:2017:CCD


Brooke:2017:DR

REFERENCES


[1483] Sihan Xiao and William A. Sandoval. Associations between attitudes towards science and children’s evaluation of information about socio-


REFERENCES


REFERENCES

Kotter:2017:CBS


Leden:2017:BWS


Yacoubian:2017:AIS


Cavicchi:2017:SBS


Ostergaard:2017:ER


Reiners:2017:CAU


Kampourakis:2017:HPS

REFERENCES


REFERENCES


[1520] Muhammet Mustafa Alpaslan, Bugrahan Yalvac, and Cathleen Loving. High school physics students’ personal epistemologies and school science


Güney:2017:DSC


Leblebicioglu:2017:CSV


n:2017:LCU


Tibell:2017:BPT


Bohlin:2017:CCO


Develaki:2017:UCS


Boerwinkel:2017:RCD


Duncan:2017:STI


Haskel-Ittah:2017:TBM


Schmiemann:2017:AGU


Puig:2017:LGE


Gericke:2017:ERA

REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


REFERENCES


Zemplen:2018:SEI


Stern:2018:AMN


Kotter:2018:SCC


Freire:2018:DBS


Buklijas:2018:LR


Leuschner:2018:DIR


REFERENCES


REFERENCES


REFERENCES


REFERENCES

Brunner:2019:TUE


Cigdemoglu:2019:IST


Gray:2019:NMT


Galili:2019:TRD


Antink-Meyer:2019:NEK


Pleasants:2019:FIR

REFERENCES


Stuart:2019:ESI


Oh:2019:FMB


Besse:2019:LAA


McCain:2019:MUI


Gasparatou:2019:SU


Harman:2019:DRD


Cofre:2019:WPE

REFERENCES


Erduran:2019:SEC


Kampourakis:2019:RUC


Richmond:2019:NOC


Pierson:2019:LPS


Guy-Gaytan:2019:TBL


Hardahl:2019:BPP

REFERENCES


[1664] Linda Fuselier, Justin McFadden, and Katherine Ray King. Do biologists’ conceptions of science as a social epistemology align with critical contextual empiricism? *Science & Education (Springer)*, 28(9–10):
REFERENCES


Peters-Burton:2019:EUV


Park:2019:WMP


Lorsbach:2019:CCD


Williams:2019:EHS


Batista:2019:WTG


Rutt:2019:DPT

Alexis Rutt and Frackson Mumba. Developing preservice teachers’ understanding of and pedagogical content knowledge for history of science—


Besse:2020:CLA


Cofre:2020:CCR


Erduran:2020:SEE


Emran:2020:USP


Mesci:2020:EFP


Akgun:2020:HDU

Chen:2020:DPM


Najami:2020:IVE


Betti:2020:ABE


Siani:2020:EDB


García-Carmona:2020:IBS


Richmond:2020:PGT


Ginnobili:2020:PCE

Greif:2020:DD


Tsybulsky:2020:CTI


Erduran:2020:BNS


Cheung:2020:EIN


deCarvalho:2020:HSW


Mohan:2020:PST


Burke:2020:REP

Emden:2020:CFC

Bancong:2020:EHS

Archila:2020:UHS

Giri:2020:ESA

Silva:2020:TCA

Aini:2020:IPS