

Green Journals

International Approved Journals

Journal Information

Journal Title	RESEARCH IN SCIENCE EDUCATION
Publisher	SPRINGER
ISSN	0157-244X
E-ISSN	1573-1898
Database	Clarivate
Domain	Life Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

“Don’t Pretend We Don’t Exist” - Experiences of Sex and Gender Inclusivity in Science Classrooms 2026-10-29 Authors: Evangelia Kakavas, Jessica K. Abbonizio, Connor J. Bayly-Jones et al. DOI: 10.1007/s11165-026-10385-y
An Expectancy-Value Model of Motivation, Engagement, and Physics Continuation Intentions in Senior Secondary Students 2026-10-5 Authors: Jessy Abraham, Katrina Barker DOI: 10.1007/s11165-026-10383-0
Supporting Science Teachers to Embed Writing: Teacher Perspectives and Curriculum Redesign 2026-10-2 Authors: Helen Georgiou, Annette Turney, Wendy Nielsen et al. DOI: 10.1007/s11165-026-10384-z
Exploring the Tension Between Fidelity and Flexibility in Research-Informed Primary Science Professional Development 2026-9-30 Authors: Sarah Earle DOI: 10.1007/s11165-026-10382-1
Enhancing the Conceptual Understanding of Pre-Service Science Teachers: Augmented Reality in Online Education for Interparticle Forces 2026-9-29 Authors: Nesrin Urun Arici DOI: 10.1007/s11165-026-10379-w

Replacing Traditional Written Laboratory Reports with Interactive Oral Assessments: Enhancing Laboratory Skill Assessment in Undergraduate Genetics Education

2026-9-28

Authors: Chris B. Della Vedova, David Birbeck, Sarah K. Davey

DOI: 10.1007/s11165-026-10380-3

More than a Quick Search: Interplay between Students' use of Scientific Concepts and Online Search Strategies

2026-9-28

Authors: Anna Lodén, Johanna Lönngren, Christina Ottander

DOI: 10.1007/s11165-026-10381-2

An Accelerated Longitudinal Design Study Examining Emotional Engagement toward Learning Science from Grades 3 through 12

2026-9-23

Authors: Robert H. Tai, Ji Hoon Ryoo, Xin Xia et al.

DOI: 10.1007/s11165-026-10368-z

The Effect of Deliberative Argumentation on Knowledge, Trust, and Willingness to Mitigate Climate Change in a Group of Chilean High School Students

2026-9-15

Authors: Pablo Escobar, Claudia Vergara, Antonia Larrain et al.

DOI: 10.1007/s11165-026-10376-z

Pedagogical and Curricular Affordances and STEM Learning Outcomes: A Barcode Analysis

2026-9-8

Authors: Tang Wee Teo, Zhuoli Zheng, Jin Xin Matilda Ho

DOI: 10.1007/s11165-026-10374-1