Green Journals

International Approved Journals

Journal Information

Journal Title	Journal of Research in Science Teaching
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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

Issue Information
2026-10-27 Vol. 63 Issue 9 Pages 839-840
DOI: 10.1002/tea.70075

Teachers' Sense of Place and Perspectives on Climate Change Education: Moving Toward Community-Based, Justice-Oriented Approaches
2026-10-15 Vol. 63 Issue 9 Pages 841-860
Authors: Wisam Sedawi, Shaima Alokbe, Orit Ben Zvi Assaraf et al.
DOI: 10.1002/tea.70077

Perspectives on “The Separate Worlds of Science and Science Teaching, According to Potential Science Teachers”
2026-10-11 Vol. 63 Issue 9 Pages 898-901
Authors: Katie Wade-Jaimes
DOI: 10.1002/tea.70076

What Does It Mean To Be Good at Physics? Peer Recognition in a High School Physics Classroom
2026-10-10 Vol. 63 Issue 9 Pages 881-897
Authors: Marta R. Stoeckel, Gillian H. Roehrig
DOI: 10.1002/tea.70078

The Potential Impact of a Socioscientific Issues Programme on Elementary School Students' Scientific Literacy
2026-10-2 Vol. 63 Issue 9 Pages 861-880
Authors: Nicola Broderick, Paul van Kampen
DOI: 10.1002/tea.70074

Issue Information
2026-9-28 Vol. 63 Issue 8 Pages 713-714
DOI: 10.1002/tea.70071

Toward a Multidimensional Science Content Knowledge Framework: An Expert Science Teacher's Uneven Development of Pedagogical Content Knowledge Through Classroom Teaching Experiences
2026-9-21 Vol. 63 Issue 8 Pages 715-752
Authors: Kennedy Kam Ho Chan, Steven Ka Kit Yu, Su-Chi Fang et al.
DOI: 10.1002/tea.70070

Students' Construction, Evaluation, and Revision of Scientific Models Through Multimodal Representations
2026-9-18 Vol. 63 Issue 8 Pages 771-799
Authors: Kason Ka Ching Cheung, Lan Yang
DOI: 10.1002/tea.70072

Correction to “Perspectives on Unpacking Climate Literacy in Science Education”
2026-9-16 Vol. 63 Issue 8 Pages 838-838
DOI: 10.1002/tea.70073

Intersections of Equitable Sensemaking and Equitable Relationship-Building: A Study of Two Elementary Teachers' Science Teaching
2026-9-10 Vol. 63 Issue 8 Pages 753-770
Authors: Amber S. Bismack, Christa Haverly
DOI: 10.1002/tea.70069