LIST OF PUBLICATIONS

ARTICLES IN REFEREED JOURNALS


ARTICLES IN REFEREED BOOKS


ACCEPTED FOR PUBLICATION

Papers submitted for publication


3. Adler, I., Zion, M., & Rimerman-Shmueli, E., (submitted for publication). Fostering teachers' reflections on the characteristics of dynamic open inquiry through metacognitive prompts.

4. Adler I., Schwartz L., Madjar N., & Zion M. (submitted for publication). Reading between the lines: Students' motivational expressions and teacher's motivational support in an online forum during open inquiry.


In preparation


Refereed Learning Books


Non-Refereed Publications


### III. PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

**Articles Published in Refereed Conference Proceedings**


3. **Zion, M.** (2012). Teaching inquiry: A Nationwide Challenge for Both Teachers and Researchers. In J. Settlage & A. Johnston (Eds.), *Proceedings of the Science Education*
at the Crossroads Conference (pp. 78-79). Providence, RI. Available online at

In Tal, T. and Yarden, A. (Eds.), Proceedings of the 10th Conference of European
Researchers in Didactics of Biology, (197-202). Haifa, Israel.

Papers Presented at Scientific Conferences

learning. Paper presented at the NARST (National Association for Research in Science
Teaching) Annual International Conference – "excellence in science teaching for all",
Philadelphia, USA.

guidance within ALN (Asynchronous Learning Network) on the inquiry learning process
(with). Paper presented at the ESERA (The European Science Education Research
Association) Conference – "Research and the Quality of Science Education",
Noordwijkerhout, The Netherlands.

3. Zion, M. Michalsky, T & Mevarech, Z. (2004, April). Developing scientific thinking and
inquiry skills by solving problems within ALN discussion groups. Paper presented at the
NARST (National Association for Research in Science Teaching) Annual International
Conference -"excellence in science teaching for all", Vancouver, Canada.

instruction and under what conditions? Paper presented at the first meeting of the EARLI
(European Association for Research on Learning and Instruction) SIG (Special Interest
group) on metacognition, University of Amsterdam, The Netherlands.

instruction embedded within an asynchronous learning network on scientific inquiry
skills. Paper presented at the international conference to review research on Science,
Technology and Mathematics Education, UNESCO, Goa, India.

instruction in developing students’ science literacy under different learning

instruction embedded within an asynchronous learning network on inquiry and
metacognitive skills. Paper presented at the WASEA – The Western Australian Science
Education Association Annual Forum, Western Australia.

(with S.). Paper presented at the NARST (National Association for Research in Science
Teaching) Annual International Conference, San Francisco, USA.


23. Adler, I. Zion, M., Mevarech, Z. (2015, Marc). The effect of individual and social metacognitive support on students' involvement in the inquiry process, as expressed by their online dynamic inquiry performances. The first international self-regulated learning (SRL) workshop, Bar Ilan, Israel.


