

# Gita Taasobshirazi

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10790966/publications.pdf>

Version: 2024-02-01

37  
papers

1,903  
citations

331259

21  
h-index

377514

34  
g-index

37  
all docs

37  
docs citations

37  
times ranked

1363  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Science motivation questionnaire II: Validation with science majors and nonscience majors. <i>Journal of Research in Science Teaching</i> , 2011, 48, 1159-1176.                                 | 2.0 | 362       |
| 2  | Science Motivation Questionnaire: Construct validation with nonscience majors. <i>Journal of Research in Science Teaching</i> , 2009, 46, 127-146.   | 2.0 | 248       |
| 3  | Nonscience majors learning science: A theoretical model of motivation. <i>Journal of Research in Science Teaching</i> , 2007, 44, 1088-1107.   | 2.0 | 152       |
| 4  | Promoting attitude change and expressed willingness to take action toward climate change in college students. <i>Instructional Science</i> , 2012, 40, 1-17.                                     | 1.1 | 117       |
| 5  | Argumentation: A strategy for improving achievement and revealing scientific identities. <i>International Journal of Science Education</i> , 2008, 30, 837-861.                                  | 1.0 | 99        |
| 6  | Confidence in prior knowledge, self-efficacy, interest and prior knowledge: Influences on conceptual change. <i>Contemporary Educational Psychology</i> , 2014, 39, 164-174.                     | 1.6 | 84        |
| 7  | Stereotype Threat and Women's Performance in Physics. <i>International Journal of Science Education</i> , 2013, 35, 3050-3061.   | 1.0 | 79        |
| 8  | A review and critique of context-based physics instruction and assessment. <i>Educational Research Review</i> , 2008, 3, 155-167.  | 4.1 | 66        |
| 9  | College students solving chemistry problems: A theoretical model of expertise. <i>Journal of Research in Science Teaching</i> , 2009, 46, 1070-1089.   | 2.0 | 64        |
| 10 | Impostor phenomenon and motivation: women in higher education. <i>Studies in Higher Education</i> , 2020, 45, 780-795.   | 2.9 | 52        |
| 11 | Intentional Conceptual Change. , 0, , .  |     | 48        |
| 12 | A structural equation model of conceptual change in physics. <i>Journal of Research in Science Teaching</i> , 2011, 48, 901-918.   | 2.0 | 46        |
| 13 | Models and messengers of resilience: a theoretical model of college students'™ resilience, regulatory strategy use, and academic achievement. <i>Educational Psychology</i> , 2015, 35, 869-885. | 1.2 | 45        |
| 14 | Conceptual Change in Science Teaching and Learning: Introducing the Dynamic Model of Conceptual Change. <i>International Journal of Educational Psychology</i> , 2018, 7, 151.                   | 0.2 | 45        |
| 15 | Balancing varied assessment functions to attain systemic validity: Three is the magic number. <i>Studies in Educational Evaluation</i> , 2006, 32, 180-201.                                      | 1.2 | 41        |
| 16 | Gender Differences in Science: An Expertise Perspective. <i>Educational Psychology Review</i> , 2008, 20, 149-169.   | 5.1 | 40        |
| 17 | The expanded view of individualism and collectivism: One, two, or four dimensions?. <i>International Journal of Cross Cultural Management</i> , 2020, 20, 7-24.                                  | 1.3 | 37        |
| 18 | Making learning meaningful: facilitating interest development and transfer in at-risk college students. <i>Educational Psychology</i> , 2017, 37, 565-581.                                       | 1.2 | 31        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | Assessment <i>as</i> learning: Enhancing discourse, understanding, and achievement in innovative science curricula. <i>Journal of Research in Science Teaching</i> , 2012, 49, 1240-1270.                           | 2.0 | 28        |
| 20 | Construct Validation of the Physics Metacognition Inventory. <i>International Journal of Science Education</i> , 2013, 35, 447-459.   | 1.0 | 27        |
| 21 | Enhancing Inquiry, Understanding, and Achievement in an Astronomy Multimedia Learning Environment. <i>Journal of Science Education and Technology</i> , 2006, 15, 383-395.  | 2.4 | 26        |
| 22 | Combined fluency and cognitive strategies instruction improves mathematics achievement in early elementary school. <i>Contemporary Educational Psychology</i> , 2011, 36, 323-333.                                  | 1.6 | 22        |
| 23 | A structural equation model of expertise in college physics.. <i>Journal of Educational Psychology</i> , 2009, 101, 630-643.  | 2.1 | 21        |
| 24 | Classroom Discourse as a Tool to Enhance Formative Assessment and Practise in Science. <i>International Journal of Science Education</i> , 2007, 29, 1721-1744.   | 1.0 | 19        |
| 25 | Stereotype threat and gender differences in chemistry. <i>Instructional Science</i> , 2017, 45, 157-175.  | 1.1 | 19        |
| 26 | Physics Metacognition Inventory Part II: Confirmatory factor analysis and Rasch analysis. <i>International Journal of Science Education</i> , 2015, 37, 2769-2786.  | 1.0 | 18        |
| 27 | A multivariate model of physics problem solving. <i>Learning and Individual Differences</i> , 2013, 24, 53-62.  | 1.5 | 13        |
| 28 | A multivariate model of conceptual change. <i>Instructional Science</i> , 2016, 44, 125-145.  | 1.1 | 12        |
| 29 | A Multivariate Model of Achievement in Geometry. <i>Journal of Educational Research</i> , 2014, 107, 440-461.   | 0.8 | 10        |
| 30 | Developing and Validating a Conceptual Change Cognitive Engagement Instrument. <i>Frontiers in Education</i> , 2018, 3, .   | 1.2 | 9         |
| 31 | Stereotype Threat and Gender Differences in Biology. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 1267-1282.   | 1.5 | 5         |
| 32 | Promoting Argumentative Discourse: A Design-Based Implementation and Refinement of an Astronomy Multimedia Curriculum, Assessment Model, and Learning Environment. <i>Astronomy Education Review</i> , 0, 4, 53-70. | 0.0 | 5         |
| 33 | International marketing and intra-cultural heterogeneity. <i>Asia Pacific Journal of Marketing and Logistics</i> , 2018, 30, 669-688.   | 1.8 | 4         |
| 34 | Contemplating the future: Mutating capitalism. <i>Thunderbird International Business Review</i> , 2020, 62, 161-169.  | 0.9 | 4         |
| 35 | Is strategy variability advantageous? It depends on grade and type of strategy. <i>Learning and Individual Differences</i> , 2017, 54, 102-108.   | 1.5 | 3         |
| 36 | Softening the Landing: Approaches to Facilitating Conceptual Change for Science Museum Educators. <i>Journal of Museum Education</i> , 2019, 44, 325-331.   | 0.2 | 2         |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 37 | Toward epistemological identification of the four major mindscapes. Review of International Business and Strategy, 2021, ahead-of-print, . | 2.3 | 0         |