

Gita Taasobshirazi

List of Publications by Year in descending order

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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	Toward epistemological identification of the four major mindscapes. <i>Review of International Business and Strategy</i> , 2021, ahead-of-print, .	2.3	0
2	Contemplating the future: Mutating capitalism. <i>Thunderbird International Business Review</i> , 2020, 62, 161-169.	0.9	4
3	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
4	Impostor phenomenon and motivation: women in higher education. <i>Studies in Higher Education</i> , 2020, 45, 780-795.	2.9	52
5	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
6	Stereotype Threat and Gender Differences in Biology. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 1267-1282.	1.5	5
7	International marketing and intra-cultural heterogeneity. <i>Asia Pacific Journal of Marketing and Logistics</i> , 2018, 30, 669-688.	1.8	4
8	Developing and Validating a Conceptual Change Cognitive Engagement Instrument. <i>Frontiers in Education</i> , 2018, 3, .	1.2	9
9	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
10	Making learning meaningful: facilitating interest development and transfer in at-risk college students. <i>Educational Psychology</i> , 2017, 37, 565-581.	1.2	31
11	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
12	Stereotype threat and gender differences in chemistry. <i>Instructional Science</i> , 2017, 45, 157-175.	1.1	19
13	A multivariate model of conceptual change. <i>Instructional Science</i> , 2016, 44, 125-145.	1.1	12
14	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
15	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
16	A Multivariate Model of Achievement in Geometry. <i>Journal of Educational Research</i> , 2014, 107, 440-461.	0.8	10
17	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
18	A multivariate model of physics problem solving. <i>Learning and Individual Differences</i> , 2013, 24, 53-62.	1.5	13

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19	Construct Validation of the Physics Metacognition Inventory. <i>International Journal of Science Education</i> , 2013, 35, 447-459.	1.0	27
20	Stereotype Threat and Women's Performance in Physics. <i>International Journal of Science Education</i> , 2013, 35, 3050-3061.	1.0	79
21	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
22	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
23	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
24	A structural equation model of conceptual change in physics. <i>Journal of Research in Science Teaching</i> , 2011, 48, 901-918.	2.0	46
25	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
26	Science Motivation Questionnaire: Construct validation with nonscience majors. <i>Journal of Research in Science Teaching</i> , 2009, 46, 127-146.	2.0	248
27	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
28	A structural equation model of expertise in college physics.. <i>Journal of Educational Psychology</i> , 2009, 101, 630-643.	2.1	21
29	Gender Differences in Science: An Expertise Perspective. <i>Educational Psychology Review</i> , 2008, 20, 149-169.	5.1	40
30	A review and critique of context-based physics instruction and assessment. <i>Educational Research Review</i> , 2008, 3, 155-167.	4.1	66
31	Argumentation: A strategy for improving achievement and revealing scientific identities. <i>International Journal of Science Education</i> , 2008, 30, 837-861.	1.0	99
32	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
33	Nonscience majors learning science: A theoretical model of motivation. <i>Journal of Research in Science Teaching</i> , 2007, 44, 1088-1107.	2.0	152
34	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
35	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
36	Intentional Conceptual Change. , 0, , .		48

#	ARTICLE	IF	CITATIONS
37	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