

# Teomara Rutherford

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1426677/publications.pdf>

Version: 2024-02-01

22  
papers

317  
citations

1040056

9  
h-index

940533

16  
g-index

22  
all docs

22  
docs citations

22  
times ranked

275  
citing authors

#	ARTICLE	IF	CITATIONS
1	Leveraging mathematics software data to understand student learning and motivation during the COVID-19 pandemic. <i>Journal of Research on Technology in Education</i> , 2022, 54, S94-S131.	6.5	9
2	Understanding elementary mathematics teachers' intention to use a digital game through the technology acceptance model. <i>Education and Information Technologies</i> , 2022, 27, 11515-11536.	5.7	11
3	Modality motivation: Selection effects and motivational differences in students who choose to take courses online. <i>Internet and Higher Education</i> , 2021, 49, 100793.	6.5	27
4	Work-in-Progress-Design and Evaluation of Mixed Reality Programs for Cybersecurity Education. , 2021, , .		2
5	Mixed feelings: Profiles of emotions among elementary mathematics students and how they function within a control-value framework. <i>Contemporary Educational Psychology</i> , 2021, 66, 101996.	2.9	6
6	Why Did I Chose Math Because? Cognitive interviews of a motivation measure. <i>Contemporary Educational Psychology</i> , 2021, 66, 101992.	2.9	2
7	Augmented Reality-Based Cybersecurity Education on Phishing. , 2021, , .		3
8	Impact on mathematics self-beliefs from a mastery-based mathematics software. <i>Journal of Research on Technology in Education</i> , 2020, 52, 79-94.	6.5	6
9	A Field Study of Teachers Using a Curriculum-integrated Digital Game. , 2019, , .		10
10	Fraction errors in a digital mathematics environment: Latent class and transition analysis. <i>Journal of Numerical Cognition</i> , 2019, 5, 158-188.	1.2	2
11	Is the spatial/math connection unique? Associations between mental rotation and elementary mathematics and English achievement. <i>Learning and Individual Differences</i> , 2018, 62, 180-199.	2.7	8
12	Links between achievement, executive functions, and self-regulated learning. <i>Applied Cognitive Psychology</i> , 2018, 32, 763-774.	1.6	32
13	Blood from a stone: Where teachers report finding time for computer-based instruction. <i>Computers and Education</i> , 2018, 127, 165-177.	8.3	6
14	Teacher value for professional development, self-efficacy, and student outcomes within a digital mathematics intervention. <i>Contemporary Educational Psychology</i> , 2017, 51, 22-36.	2.9	32
15	Within and between person associations of calibration and achievement. <i>Contemporary Educational Psychology</i> , 2017, 49, 226-237.	2.9	13
16	Using Serious Game Analytics to Inform Digital Curricular Sequencing. , 2017, , .		12
17	The measurement of calibration in real contexts. <i>Learning and Instruction</i> , 2017, 47, 33-42.	3.2	8
18	Emotional well-being and discrepancies between child and parent educational expectations and aspirations in middle and high school. <i>International Journal of Adolescence and Youth</i> , 2015, 20, 69-85.	1.8	26

#	ARTICLE	IF	CITATIONS
19	Raising the stakes: How students' motivation for mathematics associates with high- and low-stakes test achievement. <i>Learning and Individual Differences</i> , 2015, 39, 49-63.	2.7	28
20	A Randomized Trial of an Elementary School Mathematics Software Intervention: Spatial-Temporal Math. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 358-383.	1.6	43
21	Alignment of game design features and state mathematics standards: Do results reflect intentions?. <i>Computers and Education</i> , 2014, 76, 215-224.	8.3	16
22	The effects of mathematics instruction using spatial temporal cognition on teacher efficacy and instructional practices. <i>Computers in Human Behavior</i> , 2012, 28, 340-349.	8.5	15