

Stephen C Yanchar

List of Publications by Year in descending order

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37
papers

1,678
citations

516710

16
h-index

330143

37
g-index

39
all docs

39
docs citations

39
times ranked

1054
citing authors

#	ARTICLE	IF	CITATIONS
1	Reconsidering the Compatibility Thesis and Eclecticism: Five Proposed Guidelines for Method Use. <i>Educational Researcher</i> , 2006, 35, 3-12.	5.4	1,007
2	Critical Thinking as Disciplinary Practice. <i>Review of General Psychology</i> , 2008, 12, 265-281.	3.2	68
3	Pursuing Unity in a Fragmented Psychology: Problems and Prospects. <i>Review of General Psychology</i> , 1997, 1, 235-255.	3.2	67
4	Struggling with theory? A qualitative investigation of conceptual tool use in instructional design. <i>Educational Technology Research and Development</i> , 2010, 58, 39-60.	2.8	54
5	Learning from programmed instruction: Examining implications for modern instructional technology. <i>Educational Technology Research and Development</i> , 2005, 53, 84-98.	2.8	45
6	On the Nature of a Critical Methodology. <i>Theory and Psychology</i> , 2005, 15, 27-50.	1.2	42
7	Between eclecticism and orthodoxy in instructional design. <i>Educational Technology Research and Development</i> , 2011, 59, 383-398.	2.8	35
8	Embodied Cognition, Representationalism, and Mechanism: A Review and Analysis. <i>Journal for the Theory of Social Behaviour</i> , 2014, 44, 46-79.	1.2	28
9	Character Education in a Public High School: A multi-year inquiry into Unified Studies. <i>Journal of Moral Education</i> , 2003, 32, 3-33.	1.5	27
10	How do instructional designers evaluate? A qualitative study of evaluation in practice. <i>Educational Technology Research and Development</i> , 2011, 59, 885-907.	2.8	25
11	Participational Agency. <i>Review of General Psychology</i> , 2011, 15, 277-287.	3.2	24
12	“There’s got to be a better way to do this” a qualitative investigation of informal learning among instructional designers. <i>Educational Technology Research and Development</i> , 2014, 62, 271-291.	2.8	23
13	On the possibility of contextual “quantitative inquiry. <i>New Ideas in Psychology</i> , 2006, 24, 212-228.	1.9	21
14	Teaching Critical Thinking by Examining Assumptions. <i>Teaching of Psychology</i> , 2004, 31, 85-90.	1.2	20
15	What Is Psychology About? Toward An Explicit Ontology. <i>Journal of Humanistic Psychology</i> , 2003, 43, 11-32.	2.1	18
16	Empathy in Distance Learning Design Practice. <i>TechTrends</i> , 2017, 61, 486-493.	2.3	18
17	Truth and Disclosure in Qualitative Research: Implications of Hermeneutic Realism. <i>Qualitative Research in Psychology</i> , 2015, 12, 107-124.	17.6	17
18	Second language vocabulary acquisition using a diglot reader or a computer-based drill and practice program. <i>Computer Assisted Language Learning</i> , 2007, 20, 67-77.	7.1	16

#	ARTICLE	IF	CITATIONS
19	Towards a view of ordinary theory in instructional design. <i>Educational Technology Research and Development</i> , 2020, 68, 633-651.	2.8	14
20	Theorizing inquiry in the moral space of practice. <i>Qualitative Research in Psychology</i> , 2017, 14, 146-170.	17.6	13
21	Fragmentation in focus: History, integration, and the project of evaluation.. <i>Journal of Theoretical and Philosophical Psychology</i> , 1997, 17, 150-170.	0.9	11
22	Learning as embodied familiarization.. <i>Journal of Theoretical and Philosophical Psychology</i> , 2013, 33, 216-232.	0.9	11
23	Changing the terms of the debate: Quantitative methods in explicitly interpretive research. <i>Theory and Psychology</i> , 2011, 21, 139-154.	1.2	9
24	Agency, world, and the ontological ground of possibility.. <i>Journal of Theoretical and Philosophical Psychology</i> , 2018, 38, 1-14.	0.9	9
25	The Use of Randomisation in Educational Research and Evaluation: A Critical Analysis of Underlying Assumptions. <i>Evaluation and Research in Education</i> , 2008, 21, 303-317.	0.5	6
26	Identity, interpretation, and the moral ecology of learning. <i>Theory and Psychology</i> , 2016, 26, 496-515.	1.2	6
27	Instructional Design as Manipulation of, or Cooperation with, Learners?. <i>TechTrends</i> , 2018, 62, 152-157.	2.3	6
28	Question Asking and the Common Good: A Hermeneutic Investigation of Student Questioning in Moral Configurations of Classroom Practice. <i>Qualitative Research in Education</i> , 2019, 8, 248.	0.6	6
29	Beyond the qualitativeâ€“quantitative divide: How to proceed?. <i>New Ideas in Psychology</i> , 2006, 24, 275-281.	1.9	4
30	Instructional designersâ€™ perspectives on learnersâ€™ responsibility for learning. <i>Journal of Computing in Higher Education</i> , 2018, 30, 111-124.	6.1	4
31	Review of Behavior and personality: Psychological behaviorism.. <i>Journal of Theoretical and Philosophical Psychology</i> , 1998, 18, 61-69.	0.9	2
32	Irreducible ethics: A defense of strenuousness and responsibility.. <i>Journal of Theoretical and Philosophical Psychology</i> , 2007, 27, 35-52.	0.9	2
33	Principles and practices of designing narrative distance for transformative learning experiences. <i>Educational Media International</i> , 2019, 56, 164-181.	1.7	2
34	Concern and control in human agency. <i>Theory and Psychology</i> , 2021, 31, 24-42.	1.2	2
35	Learning for Another: From Self-Interest to Altruism. <i>Journal of Humanistic Psychology</i> , 2017, 57, 252-280.	2.1	1
36	Beyond Rational Choice at Last. <i>PsycCritiques</i> , 2001, 46, 497-498.	0.0	0

#	ARTICLE	IF	CITATIONS
37	Moral Complexities of Student Question-Asking in Classroom Practice. <i>Phenomenology & Practice</i> , 2020, 15, 73-99.	0.1	0