

Steven R Jones

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7235785/publications.pdf>

Version: 2024-02-01

15
papers

394
citations

1040056

9
h-index

940533

16
g-index

16
all docs

16
docs citations

16
times ranked

134
citing authors

#	ARTICLE	IF	CITATIONS
1	Design of virtual reality modules for multivariable calculus and an examination of student noticing within them. <i>Research in Mathematics Education</i> , 2023, 25, 219-242.	1.2	3
2	Multivariation and students'™ multivariational reasoning. <i>Journal of Mathematical Behavior</i> , 2022, 67, 100991.	0.9	6
3	Examining students'™ variational reasoning in differential equations. <i>Journal of Mathematical Behavior</i> , 2021, 64, 100899.	0.9	4
4	Scalar and vector line integrals: A conceptual analysis and an initial investigation of student understanding. <i>Journal of Mathematical Behavior</i> , 2020, 59, 100801.	0.9	12
5	Students'™ Application of Concavity and Inflection Points to Real-World Contexts. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 523-544.	2.5	9
6	Prototype images in mathematics education: the case of the graphical representation of the definite integral. <i>Educational Studies in Mathematics</i> , 2018, 97, 215-234.	2.8	10
7	Recommendations for a "Target Understanding" of the Derivative Concept for First-Semester Calculus Teaching and Learning. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2018, 4, 199-227.	1.8	7
8	Teaching Integration: How Certain Instructional Moves May Undermine the Potential Conceptual Value of the Riemann Sum and the Riemann Integral. <i>International Journal of Science and Mathematics Education</i> , 2017, 15, 1075-1095.	2.5	17
9	An exploratory study on student understandings of derivatives in real-world, non-kinematics contexts. <i>Journal of Mathematical Behavior</i> , 2017, 45, 95-110.	0.9	28
10	Calculus limits involving infinity: the role of students'™ informal dynamic reasoning. <i>International Journal of Mathematical Education in Science and Technology</i> , 2015, 46, 105-126.	1.4	11
11	Students'™ understandings of multivariate integrals and how they may be generalized from single integral conceptions. <i>Journal of Mathematical Behavior</i> , 2015, 40, 154-170.	0.9	40
12	Areas, anti-derivatives, and adding up pieces: Definite integrals in pure mathematics and applied science contexts. <i>Journal of Mathematical Behavior</i> , 2015, 38, 9-28.	0.9	63
13	The prevalence of area-under-a-curve and anti-derivative conceptions over Riemann sum-based conceptions in students'™ explanations of definite integrals. <i>International Journal of Mathematical Education in Science and Technology</i> , 2015, 46, 721-736.	1.4	58
14	Understanding the integral: Students'™ symbolic forms. <i>Journal of Mathematical Behavior</i> , 2013, 32, 122-141.	0.9	94
15	Adding It All Up: Reconceiving the Introduction of the Integral. <i>The Mathematics Teacher</i> , 2013, 107, 372-377.	0.1	6