

# Jason M Stephens

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8332222/publications.pdf>

Version: 2024-02-01

24  
papers

780  
citations

686830

13  
h-index

839053

18  
g-index

26  
all docs

26  
docs citations

26  
times ranked

527  
citing authors

#	ARTICLE	IF	CITATIONS
1	Academic motivation and self-regulation: A comparative analysis of undergraduate and graduate students learning online. <i>Internet and Higher Education</i> , 2009, 12, 146-151.	4.2	231
2	Does Moral Judgment Go Offline When Students Are Online? A Comparative Analysis of Undergraduates' Beliefs and Behaviors Related to Conventional and Digital Cheating. <i>Ethics and Behavior</i> , 2007, 17, 233-254.	1.3	93
3	Educating Undergraduates for Responsible Citizenship. <i>Change</i> , 2003, 35, 40-48.	0.2	50
4	Beyond Grades in Online Learning: Adaptive Profiles of Academic Self-Regulation Among Naval Academy Undergraduates. <i>Journal of Advanced Academics</i> , 2009, 20, 568-601.	0.5	48
5	Cases of incongruity: exploring the divide between adolescents'™ beliefs and behavior related to academic dishonesty. <i>Educational Studies</i> , 2008, 34, 361-376.	1.4	34
6	Culture, Context and Stereotype Threat: A Comparative Analysis of Young Ugandan Women in Coed and Single-Sex Schools. <i>Journal of Educational Research</i> , 2012, 105, 52-63.	0.8	31
7	Academic motivation and misconduct in two cultures: A comparative analysis of US and Ukrainian undergraduates. <i>International Journal for Educational Integrity</i> , 2010, 6, .	5.1	30
8	Bridging the Divide: The Role of Motivation and Self-Regulation in Explaining the Judgment-Action Gap Related to Academic Dishonesty. <i>Frontiers in Psychology</i> , 2018, 9, 246.	1.1	29
9	Under Pressure and Underengaged. , 2007, , 107-134.		28
10	How to Cheat and Not Feel Guilty: Cognitive Dissonance and its Amelioration in the Domain of Academic Dishonesty. <i>Theory Into Practice</i> , 2017, 56, 111-120.	0.9	27
11	Is Cheating Wrong? Students' Reasoning about Academic Dishonesty. , 2007, , 229-251.		25
12	The achieving with integrity seminar: an integrative approach to promoting moral development in secondary school classrooms. <i>International Journal for Educational Integrity</i> , 2016, 12, .	5.1	24
13	Can Online Academic Integrity Instruction Affect University Students'™ Perceptions of and Engagement in Academic Dishonesty? Results From a Natural Experiment in New Zealand. <i>Frontiers in Psychology</i> , 2021, 12, 569133.	1.1	24
14	Punishment Is Not Enough: The Moral Imperative of Responding to Cheating With a Developmental Approach. <i>Journal of College and Character</i> , 2020, 21, 57-66.	0.9	22
15	Creating Cultures of Integrity: A Multilevel Intervention Model for Promoting Academic Honesty. , 2016, , 995-1007.		19
16	Using the Epidemic of Academic Dishonesty as an Opportunity for Character Education: A Three-Year Mixed Methods Study (with Mixed Results). <i>Peabody Journal of Education</i> , 2013, 88, 159-179.	0.8	15
17	Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. <i>System</i> , 2018, 72, 124-138.	1.7	15
18	Do preservice teacher education candidates'™ implicit biases of ethnic differences and mindset toward academic ability change over time?. <i>Learning and Instruction</i> , 2022, 78, 101480.	1.9	14

#	ARTICLE	IF	CITATIONS
19	Natural and Normal, but Unethical and Evidable: The Epidemic of Academic Dishonesty and How We End It. <i>Change</i> , 2019, 51, 8-17.	0.2	9
20	Creating Cultures of Integrity: A Multi-level Intervention Model for Promoting Academic Honesty. , 2015, , 1-10.		6
21	Engagement of undergraduate STEM students: the influence of non-routine problems. <i>Higher Education Research and Development</i> , 2022, 41, 146-162.	1.9	4
22	University STEM students' perceptions of creativity in non-routine problem-solving. <i>ANZIAM Journal</i> , 0, 61, C152-C165.	0.0	1
23	Non-routine mathematical problem-solving: Creativity, engagement, and intuition of STEM tertiary students. <i>STEM Education</i> , 2021, 1, 256.	0.3	1
24	INVESTIGATING STUDENTS' USE OF INTUITION THROUGH PUZZLE-BASED INTERVENTIONS IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS EDUCATION. <i>EDULEARN Proceedings</i> , 2022, , .	0.0	0