Theo Wubbels

List of Publications by Year in Descending Order

99 papers	3,666 citations	32 h-index	58 g-index
101 ext. papers	4,048 ext. citations	2.2 avg, IF	5.31 L-index

#	Paper	IF	Citations
99	Mentor teachers intended intervening during student teachers lessons: A vignette study in Dutch primary education. *Teaching and Teacher Education*, **2021**, 103342	2.9	0
98	Classroom Social Environment as Student Emotions' Antecedent: Mediating Role of Achievement Goals. *Journal of Experimental Education*, **2020**, 1-12	1.3	4
97	The role of school in adolescents interest in daily life. *International Journal of Educational Research*, **2020**, 104, 101643	2.1	2
96	Teacher interpersonal behavior in the context of positive teacher-student interpersonal relationships in East Asian classrooms: Examining the applicability of western findings. *Teaching and Teacher Education*, **2019**, 86, 102898	2.9	5
95	Developmental Links Between Externalizing Behavior and Student Teacher Interactions in Male Adolescents With Psychiatric DisabilitiesView all notes. *School Psychology Review*, **2019**, 48, 68-80	1.6	1
94	Adolescents interest experience in daily life in and across family and peer contexts. *European Journal of Psychology of Education*, **2019**, 34, 25-43	2.3	10
93	Developmental Links between Teacher-Child Closeness and Disobedience for Boys Placed in Special Education. *Exceptionality*, **2018**, 26, 230-244	0.8	2
92	Development and evaluation of a Chinese version of the Questionnaire on Teacher Interaction (QTI). *Learning Environments Research*, **2018**, 21, 1-17	2.1	17
91	Impact of the Good Behavior Game on special education teachers. *Teachers and Teaching: Theory and Practice*, **2018**, 24, 350-368	2	6
90	Mentor teachers' practical reasoning about intervening during student teachers' lessons. *Teaching and Teacher Education*, **2018**, 75, 327-342	2.9	4
89	Special education teachers' relationships with students and self-efficacy moderate associations between classroom-level disruptive behaviors and emotional exhaustion. *Teaching and Teacher Education*, **2018**, 75, 21-30	2.9	11
88	Where Does Teaching Multiperspectivity in History Education Begin and End? An Analysis of the Uses of Temporality. *Theory and Research in Social Education*, **2018**, 46, 495-527	1.4	25
87	Epistemological tensions in prospective Dutch history teachers? beliefs about the objectives of secondary education. *Journal of Social Studies Research*, **2017**, 41, 11-24	1	9
86	A Knowledge Base for Teachers on Teacher-Student Relationships **2017**, 67-81		3
85	Measuring teachers interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy and age. *Social Psychology of Education*, **2017**, 20, 411-426	2	8
84	Topic variability and criteria in interpretational history teaching. *Journal of Curriculum Studies*, **2017**, 49, 640-662	1.4	8
83	Positive teacher student relationships go beyond the classroom, problematic ones stay inside. *Journal of Educational Research*, **2017**, 110, 478-493	1.1	42

82	Teacher dilemmas in challenging students in higher education. *Teaching in Higher Education*, **2017**, 22, 318-335	1.4	18
81	Faculty Development for Educational Leadership **2017**, 73-101		6
80	Effects of the Good Behavior Game on the Behavioral, Emotional, and Social Problems of Children With Psychiatric Disorders in Special Education Settings. *Journal of Positive Behavior Interventions*, **2016**, 18, 156-167	1.3	21
79	Beginning and experienced secondary school teachers' self- and student schema in positive and problematic teacher-student relationships. *Teaching and Teacher Education*, **2016**, 55, 88-99	2.9	26
78	The Certainty Paradox of student history teachers: Balancing between historical facts and interpretation. *Teaching and Teacher Education*, **2016**, 56, 94-105	2.9	21
77	Veteran teachers' Job satisfaction as a function of personal demands and resources in the relationships with their students. *Teachers and Teaching: Theory and Practice*, **2016**, 22, 913-926	2	24
76	Design and effects of an academic development programme on leadership for educational change. *International Journal for Academic Development*, **2015**, 20, 306-318	1.3	6
75	The role of the degree of acquaintance with teachers on students' interpersonal perceptions of their teacher. *Social Psychology of Education*, **2014**, 17, 127-140	2	6
74	Real-time teacher-student interactions: A Dynamic Systems approach. *Teaching and Teacher Education*, **2014**, 37, 183-193	2.9	43
73	Mentor teachers: Their perceived possibilities and challenges as mentor and teacher. *Teaching and Teacher Education*, **2014**, 44, 106-116	2.9	35
72	How pre-service teachers' personality traits, self-efficacy, and discipline strategies contribute to the teacher-student relationship. *British Journal of Educational Psychology*, **2014**, 84, 294-310	3.2	30
71	Challenging high-ability students. *Studies in Higher Education*, **2014**, 39, 659-679	2.6	27
70	Problem Behaviour and the Development of the Teacher-Child Relationship in Special Education **2014**, 25-35		2
69	Beginning and end of the internship: student teachers' interpersonal profiles and the accuracy of their self-beliefs. *European Journal of Teacher Education*, **2013**, 36, 393-412	4.2	1
68	Job satisfaction and teacher-student relationships across the teaching career: Four case studies. *Teaching and Teacher Education*, **2013**, 32, 55-65	2.9	75
67	How to persuade honors students to go the extra mile: creating a challenging learning environment. *High Ability Studies*, **2013**, 24, 115-134	1.3	12
66	Student teachers' discipline strategies: relations with self-images, anticipated student responses and control orientation. *Educational Studies*, **2013**, 39, 582-597	1	5
65	Teachers' Education in Socratic Dialogue: Some Effects on Teacher-Learner Interaction. *Modern Language Journal*, **2013**, 97, 490-505	4.7	5

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64	Child Perceptions of Teacher Interpersonal Behavior and Associations with Mathematics Achievement in Dutch Early Grade Classrooms. *Elementary School Journal*, **2013**, 113, 517-540	1.1	14
63	The role of teachers in inculcating moral values: operationalisation of concepts. *Journal of Beliefs and Values*, **2012**, 33, 55-69	1.2	10
62	Competence-based teacher education: A change from Didaktik to Curriculum culture?. *Journal of Curriculum Studies*, **2012**, 44, 61-87	1.4	20
61	Teachers moral values and their interpersonal relationships with students and cultural competence. *Teaching and Teacher Education*, **2012**, 28, 451-460	2.9	16
60	Mapping control and affiliation in teacher student interaction with State Space Grids. *Teaching and Teacher Education*, **2012**, 28, 1027-1037	2.9	21
59	Interpersonal Relationships in Education **2012**,		33
58	Let s Make Things Better **2012**, 225-249		19
57	Introduction to **2012**, 1-15		0
56	Teacher Students Relationships in the Classroom **2012**, 1241-1255		13
55	The development of the classroom social climate during the first months of the school year. *Contemporary Educational Psychology*, **2011**, 36, 190-200	5.6	35
54	Coercive and supportive teacher behaviour: Within- and across-lesson associations with the classroom social climate. *Learning and Instruction*, **2011**, 21, 345-354	5.8	66
53	An international perspective on classroom management: what should prospective teachers learn?. *Teaching Education*, **2011**, 22, 113-131	0.7	42
52	Teacher Competence as a Basis for Teacher Education: Comparing Views of Teachers and Teacher Educators in Five Western Balkan Countries. *Comparative Education Review*, **2011**, 55, 165-188	1	25
51	Educational dialogues and the fostering of pupils' independence: the practices of two teachers. *Journal of Curriculum Studies*, **2010**, 42, 99-121	1.4	9
50	Teacher competencies as a basis for teacher education Views of Serbian teachers and teacher educators. *Teaching and Teacher Education*, **2010**, 26, 694-703	2.9	84
49	The Socratic Dialogue and teacher education. *Teaching and Teacher Education*, **2010**, 26, 1104-1111	2.9	29
48	The differential effect of the teacher-student interpersonal relationship on student outcomes for students with different ethnic backgrounds. *British Journal of Educational Psychology*, **2010**, 80, 199-221	3.2	56
47	Perceived teacher-student interpersonal relationships in Dutch multi-ethnic classes. *Educational Research and Evaluation*, **2009**, 15, 119-135	0.6	6

46	Assessors perceptions of their judgement processes: Successful strategies and threats underlying valid assessment of student teachers. *Studies in Educational Evaluation*, **2009**, 35, 29-36	2	4
45	Teachers practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education*, **2009**, 25, 453-460	2.9	82
44	Do we know a community of practice when we see one?. *Technology, Pedagogy and Education*, **2007**, 16, 225-233	2.3	24
43	Teacher interpersonal competence for Dutch secondary multicultural classrooms. *Teachers and Teaching: Theory and Practice*, **2006**, 12, 407-433	2	37
42	Secondary Teachers' Interpersonal Behaviour in Singapore, Brunei and Australia: A cross-national comparison. *Asia Pacific Journal of Education*, **2006**, 26, 79-95	1	31
41	Multilevel issues in research using students perceptions of learning environments: The case of the Questionnaire on Teacher Interaction. *Learning Environments Research*, **2006**, 9, 199-213	2.1	86
40	Two decades of research on teacher student relationships in class. *International Journal of Educational Research*, **2005**, 43, 6-24	2.1	239
39	Teacher student relationships across the teaching career. *International Journal of Educational Research*, **2005**, 43, 55-71	2.1	48
38	Assessing the interpersonal competence of beginning teachers: The quality of the judgement process. *International Journal of Educational Research*, **2005**, 43, 89-102	2.1	12
37	Quality requirements for teacher educators. *Teaching and Teacher Education*, **2005**, 21, 157-176	2.9	110
36	A Vygotskian perspective on teacher education. *Journal of Curriculum Studies*, **2005**, 37, 267-290	1.4	101
35	Multiple voices, multiple realities, what truth? Student teachers learning to reflect in different paradigms. *Teachers and Teaching: Theory and Practice*, **2005**, 11, 315-329	2	13
34	Interpersonal Teacher Behaviour and Student Outcomes. *School Effectiveness and School Improvement*, **2004**, 15, 407-442	2	196
33	Students' Perceptions of Interpersonal Aspects of the Learning Environment. *Learning Environments Research*, **2003**, 6, 5-36	2.1	68
32	Cultural influences on students perceptions of videotaped lessons. *International Journal of Intercultural Relations*, **2003**, 27, 355-374	2.3	27
31	Diagnosing and improving the quality of teachers interpersonal behaviour. *International Journal of Educational Management*, **2002**, 16, 176-184	0.9	23
30	Perceptions of Asian-American and Hispanic-American teachers and their students on teacher interpersonal communication style. *Teaching and Teacher Education*, **2002**, 18, 447-467	2.9	42
29	TEACHER EXPERIENCE AND THE TEACHER STUDENT RELATIONSHIP IN THE CLASSROOM ENVIRONMENT **2002**, 73-99		42

28	Effects of student teachers' coping behaviour. *British Journal of Educational Psychology*, **2000**, 70 (Pt 1), 33-52	3.2	37
27	The Professional Development of Teachers **2000**, 261-274		11
26	Tele-guidance to develop reflective practice: experiences in four teacher education programmes across Europe. *Technology Pedagogy and Education*, **1999**, 8, 71-88		7
25	Computer-Mediated Communication Environments in Teacher Education: Computer Conferencing and the Supervision of Student Teachers. *Learning Environments Research*, **1998**, 1, 59-74	2.1	13
24	Students' perceptions of teacher interpersonal style: The front of the classroom as the teacher's stage. *Teaching and Teacher Education*, **1998**, 14, 607-617	2.9	29
23	Learning from Practice in Teacher Education: processes and interventions. *Teachers and Teaching: Theory and Practice*, **1998**, 4, 47-64	2	4
22	The Teacher Factor in the Social Climate of the Classroom **1998**, 565-580		37
21	Research on Science Teacher Education in Europe: Teacher Thinking and Conceptual Change **1998**, 745-758		18
20	Student characteristics and learning environment interactions in mathematics and physics education: A resource perspective. *International Journal of Educational Research*, **1997**, 27, 283-292	2.1	8
19	Language and cultural factors in students' perceptions of teacher communication style. *International Journal of Intercultural Relations*, **1997**, 21, 29-56	2.3	37
18	Preparing teachers for realistic mathematics education. *Educational Studies in Mathematics*, **1997**, 32, 1-28	2.9	31
17	A comparison of student perceptions of Dutch physics teachers' interpersonal behavior and their educational opinions in 1984 and 1993. *Journal of Research in Science Teaching*, **1997**, 34, 447-466	3.4	13
16	Student teacher behaviour in response to daily hassles in the classroom. *Social Psychology of Education*, **1996**, 1, 25-46	2	11
15	Preparing university teachers in The Netherlands: Issues and trends. *International Journal for Academic Development*, **1996**, 1, 8-16	1.3	16
14	Characteristics of Reflective Practitioners: towards an operationalization of the concept of reflection. *Teachers and Teaching: Theory and Practice*, **1995**, 1, 51-72	2	71
13	Physics teachers' conceptions of learning, teaching and professional development. *International Journal of Science Education*, **1994**, 16, 539-561	2.2	44
12	Student perception and appraisal of the learning environment: Core concepts in the evaluation of the plon physics curriculum. *Studies in Educational Evaluation*, **1994**, 20, 437-455	2	13
11	Teacher Education and the Universities in The Netherlands. *European Journal of Teacher Education*, **1992**, 15, 157-172	4.2	8

LIST OF PUBLICATIONS

10	Do teacher ideals distort the self-reports of their interpersonal behavior?. *Teaching and Teacher Education*, **1992**, 8, 47-58	2.9	58
9	Taking account of student teachers' preconceptions. *Teaching and Teacher Education*, **1992**, 8, 137-149	2.9	131
8	A comparison of interpersonal behavior of Dutch and American teachers. *International Journal of Intercultural Relations*, **1991**, 15, 1-18	2.3	123
7	A study of student perceptions of physics teacher behavior. *Journal of Research in Science Teaching*, **1990**, 27, 335-350	3.4	51
6	Improving Interpersonal Teacher Behaviour in the Classroom: a systems communication perspective. *Asia-Pacific Journal of Teacher Education*, **1990**, 18, 85-94		8
5	Escalated disorderly situations in the classroom and the improvement of these situations. *Teaching and Teacher Education*, **1989**, 5, 205-215	2.9	15
4	Undesirable classroom situations: A systems communication perspective. *Interchange*, **1988**, 19, 25-40	0.6	38
3	18 A Cross-Cultural Perspective on Classroom Management261-273		3
2	Linking Practice and Theory		627
1	Development of educational leaders adaptive expertise in a professional development programme. *International Journal for Academic Development*,1-13	1.3	0