

Karen B Moni

List of Publications by Year in descending order

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Version: 2024-02-01

38
papers

586
citations

623734

14
h-index

677142

22
g-index

41
all docs

41
docs citations

41
times ranked

444
citing authors

#	ARTICLE	IF	CITATIONS
1	English-medium instruction and self-governance in higher education: the journey of a Vietnamese university through the institutional autonomy regime. <i>Higher Education</i> , 2016, 72, 669-683.	4.4	44
2	English in primary education in Malaysia: policies, outcomes and stakeholdersâ€™ lived experiences. <i>Current Issues in Language Planning</i> , 2011, 12, 147-166.	2.1	43
3	Foreign Language Anxiety: Understanding Its Status and Insiders' Awareness and Attitudes. <i>TESOL Quarterly</i> , 2013, 47, 216-243.	2.9	43
4	Reading-related Literacy Learning of Young Adults with Down Syndrome: Findings from a three year teaching and research program. <i>International Journal of Disability Development and Education</i> , 2001, 48, 377-394.	1.1	34
5	Using student feedback to construct an assessment rubric for a concept map in physiology. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2005, 29, 197-203.	1.6	29
6	Using explicit teaching to improve how bioscience students write to the lay public. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2007, 31, 167-175.	1.6	24
7	Teachersâ€™ perceptions of and responses to student evaluation of teaching: purposes and uses in clinical education. <i>Assessment and Evaluation in Higher Education</i> , 2014, 39, 397-411.	5.6	24
8	Choosing a school: parental decision-making when special schools are an option. <i>Disability and Society</i> , 2015, 30, 1413-1427.	2.2	24
9	An Investigation of Parents' Decisions to Transfer Children From Regular to Special Schools. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2018, 15, 183-192.	2.7	24
10	Breaking the hype cycle: Using the computer effectively with learners with intellectual disabilities. <i>Down Syndrome Research and Practice</i> , 2006, 9, 68-74.	0.3	22
11	Student perceptions and use of an assessment rubric for a group concept map in physiology. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2008, 32, 47-54.	1.6	21
12	LITERACY: Meeting the challenge of limited literacy resources for adolescents and adults with intellectual disabilities. <i>British Journal of Special Education</i> , 2008, 35, 92-101.	0.4	20
13	What's it all about? Investigating reading comprehension strategies in young adults with Down syndrome. <i>Down Syndrome Research and Practice</i> , 2004, 9, 37-44.	0.3	19
14	Unanticipated ethical issues in a participatory research project with individuals with intellectual disability. <i>Disability and Society</i> , 2014, 29, 1305-1318.	2.2	18
15	Broadening the Conceptualization of Literacy in the Lives of Adults with Intellectual Disability. <i>Research and Practice for Persons With Severe Disabilities</i> , 2011, 36, 112-120.	1.4	16
16	Assessing core manipulative skills in a large, first-year laboratory. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2007, 31, 266-269.	1.6	15
17	The Development of Research Skills in Young Adults with Intellectual Disability in Participatory Research. <i>International Journal of Disability Development and Education</i> , 2015, 62, 438-457.	1.1	14
18	Literacy skills of adults with intellectual disabilities in two community-based day programs. <i>International Journal of Disability Development and Education</i> , 2004, 51, 83-97.	1.1	13

#	ARTICLE	IF	CITATIONS
19	Negotiating knowledge in a researcher and teacher collaborative research partnership. <i>Teacher Development</i> , 2011, 15, 403-420.	0.7	13
20	Parents'™ views of an optimal school life: using Social Role Valorization to explore differences in parental perspectives when children have intellectual disability. <i>International Journal of Qualitative Studies in Education</i> , 2016, 29, 964-979.	1.2	13
21	Who? Where? What? When? Why? How? Question words " What do they mean?. <i>British Journal of Learning Disabilities</i> , 2009, 37, 178-185.	1.1	12
22	Modelling Professional Practice: A collaborative approach to developing criteria and standards-based assessment in pre-service teacher education courses. <i>Assessment and Evaluation in Higher Education</i> , 2001, 26, 73-88.	5.6	11
23	Code-Breaker: Developing Phonics With a Young Adult With an Intellectual Disability. <i>Journal of Adolescent and Adult Literacy</i> , 2006, 50, 52-65.	1.1	11
24	Management of foreign language anxiety: Insiders'™ awareness and experiences. <i>Cogent Education</i> , 2015, 2, 992593.	1.5	11
25	Literacy Learning Outcomes in a Longitudinal Study of a Postschool Literacy Education Program for Young Adults With Intellectual Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2018, 15, 155-165.	2.7	9
26	Investigating the development of foreign language anxiety: an autobiographical approach. <i>Journal of Multilingual and Multicultural Development</i> , 2013, 34, 709-726.	1.7	7
27	Exploring the emotions of international students about their feedback experiences. <i>Higher Education Research and Development</i> , 2021, 40, 810-824.	2.9	7
28	Engaging with National Disability Insurance Scheme Planning: perspectives of parents of an adult with intellectual disability. <i>Journal of Intellectual and Developmental Disability</i> , 2020, 45, 254-263.	1.6	6
29	National disability insurance scheme: is it creating an ordinary life for adults with intellectual disability?. <i>Disability and Society</i> , 2023, 38, 1-20.	2.2	6
30	"They're a lot cleverer than I thought": challenging perceptions of disability support staff as they tutor in an adult literacy program. <i>International Journal of Lifelong Education</i> , 2007, 26, 439-459.	2.3	5
31	The personal response: A novel writing assignment to engage first year students in large human biology classes. <i>Biochemistry and Molecular Biology Education</i> , 2007, 35, 89-96.	1.2	4
32	The National Disability Insurance Scheme: voices of adults with intellectual disabilities. <i>Research and Practice in Intellectual and Developmental Disabilities</i> , 0, , 1-9.	0.1	4
33	Biohorizons. <i>Biochemistry and Molecular Biology Education</i> , 2007, 35, 255-262.	1.2	2
34	Governmentality and reflective practice of EFL teachers through CBAR in a remote school in Indonesia. <i>Professional Development in Education</i> , 2020, 46, 454-466.	2.8	2
35	Futures of adults with intellectual disability: Staff expectations. <i>Journal of Intellectual and Developmental Disability</i> , 2021, 46, 319-328.	1.6	2
36	Engaging clinical examiners with structured feedback to enhance assessment practices. <i>Medical Teacher</i> , 2022, 44, 914-921.	1.8	2

#	ARTICLE	IF	CITATIONS
37	A dialogic approach to working inclusively in a Research Reference Committee. <i>British Journal of Learning Disabilities</i> , 2019, 47, 35-41.	1.1	1
38	Exploring the complexity of implementing National Disability Insurance Scheme plans for adults with intellectual disability: Parents' perspectives. <i>Journal of Intellectual and Developmental Disability</i> , 2021, 46, 281-290.	1.6	1