

# Monique Ll Volman

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2020367/publications.pdf>

Version: 2024-02-01

66  
papers

2,576  
citations

361413

20  
h-index

214800

47  
g-index

67  
all docs

67  
docs citations

67  
times ranked

1892  
citing authors

#	ARTICLE	IF	CITATIONS
1	Scaffolding in Teacher–Student Interaction: A Decade of Research. <i>Educational Psychology Review</i> , 2010, 22, 271-296.	8.4	909
2	Developing a teacher identity in the university context: a systematic review of the literature. <i>Higher Education Research and Development</i> , 2017, 36, 325-342.	2.9	178
3	Teacher educators' competences in fostering student teachers'™ proficiency in teaching and learning with technology: An overview of relevant research literature. <i>Teaching and Teacher Education</i> , 2018, 70, 12-23.	3.2	146
4	The Role of School in Adolescents'™ Identity Development. A Literature Review. <i>Educational Psychology Review</i> , 2019, 31, 35-63.	8.4	127
5	The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. <i>Instructional Science</i> , 2015, 43, 615-641.	2.0	99
6	Patterns of contingent teaching in teacher–student interaction. <i>Learning and Instruction</i> , 2011, 21, 46-57.	3.2	90
7	Educating for Adulthood or for Citizenship: social competence as an educational goal. <i>European Journal of Education</i> , 2007, 42, 281-298.	2.8	64
8	Teachers'™ multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. <i>British Journal of Educational Psychology</i> , 2020, 90, 736-752.	2.9	63
9	Teacher Scaffolding in Small-Group Work: An Intervention Study. <i>Journal of the Learning Sciences</i> , 2014, 23, 600-650.	2.9	58
10	Scaffolding Student Understanding in Small-Group Work: Students'™ Uptake of Teacher Support in Subsequent Small-Group Interaction. <i>Journal of the Learning Sciences</i> , 2019, 28, 206-239.	2.9	58
11	Motivational teacher strategies: the role of beliefs and contextual factors. <i>Learning Environments Research</i> , 2015, 18, 363-392.	2.8	44
12	Promoting teacher scaffolding in small-group work: A contingency perspective. <i>Teaching and Teacher Education</i> , 2012, 28, 193-205.	3.2	43
13	The challenges of beginning teachers in urban primary schools. <i>European Journal of Teacher Education</i> , 2017, 40, 46-61.	3.7	43
14	Does classroom composition make a difference: effects on developments in motivation, sense of classroom belonging, and achievement in upper primary school. <i>School Effectiveness and School Improvement</i> , 2015, 26, 125-152.	2.9	40
15	Equal but Different: contradictions in the development of gender identity in the 1990s. <i>British Journal of Sociology of Education</i> , 1998, 19, 529-545.	1.8	39
16	A Synthesis of Funds of Identity Research: Purposes, Tools, Pedagogical Approaches, and Outcomes. <i>Review of Educational Research</i> , 2020, 90, 862-895.	7.5	36
17	Induction of beginning teachers in urban environments: An exploration of the support structure and culture for beginning teachers at primary schools needed to improve retention of primary school teachers. <i>Teaching and Teacher Education</i> , 2014, 42, 23-33.	3.2	35
18	Contribution of a professional development programme to the quality and retention of teachers in an urban environment. <i>European Journal of Teacher Education</i> , 2015, 38, 41-57.	3.7	26

#	ARTICLE	IF	CITATIONS
19	Teaching diversity in citizenship education: Context-related teacher understandings and practices. <i>Teaching and Teacher Education</i> , 2019, 78, 183-192.	3.2	25
20	The effects of using students' funds of knowledge on educational outcomes in the social and personal domain. <i>Learning, Culture and Social Interaction</i> , 2021, 28, 100472.	1.8	25
21	Inclusiveness of ICT in secondary education: students' appreciation of ICT tools. <i>International Journal of Inclusive Education</i> , 2012, 16, 155-170.	2.6	24
22	Gender-inclusive game-based learning in secondary education. <i>International Journal of Inclusive Education</i> , 2014, 18, 1208-1218.	2.6	23
23	Informal teacher communities enhancing the professional development of medical teachers: a qualitative study. <i>BMC Medical Education</i> , 2016, 16, 109.	2.4	23
24	"This baby   it isn't alive." Towards a community of learners for vocational orientation. <i>British Educational Research Journal</i> , 2010, 36, 3-25.	2.5	21
25	The sustainability of a teacher professional development programme for beginning urban teachers. <i>Cambridge Journal of Education</i> , 2017, 47, 135-154.	2.4	20
26	Making Sense Through Participation. , 2004, , 63-85.		20
27	Social scripts in educational technology and inclusiveness in classroom practice. <i>Teachers and Teaching: Theory and Practice</i> , 2011, 17, 35-50.	1.9	18
28	The adoption of Thinking Through Geography strategies and their impact on teaching geographical reasoning in Dutch secondary schools. <i>International Research in Geographical and Environmental Education</i> , 2014, 23, 242-258.	1.6	17
29	Primary teacher educators' perception of desired and achieved pedagogical content knowledge in geography education in primary teacher training. <i>International Research in Geographical and Environmental Education</i> , 2015, 24, 80-94.	1.6	14
30	Innovative learning and developments in motivation and achievement in upper primary school. <i>Educational Psychology</i> , 2015, 35, 598-633.	2.7	14
31	The involvement in inquiry-based working of teachers of research-intensive versus practically oriented teacher education programmes. <i>Teaching and Teacher Education</i> , 2019, 84, 74-82.	3.2	14
32	Maximising meaning: creating a learning environment for reading comprehension of informative texts from a Vygotskian perspective. <i>Learning Environments Research</i> , 2017, 20, 77-98.	2.8	13
33	The relationship between psychological factors and inquiry-based working by primary school teachers. <i>Educational Studies</i> , 2017, 43, 147-164.	2.4	13
34	Training imams in the Netherlands: the failure of a post-secular endeavour. <i>British Journal of Religious Education</i> , 2019, 41, 435-445.	0.8	13
35	Teaching practices for self-directed and self-regulated learning: case studies in Dutch innovative secondary schools. <i>Educational Studies</i> , 2022, 48, 772-789.	2.4	12
36	The meaning of meaningful learning in mathematics in upper-primary education. <i>Learning Environments Research</i> , 2021, 24, 469-486.	2.8	12

#	ARTICLE	IF	CITATIONS
37	Critical Thinking for Educated Citizenship. , 2015, , 593-603.		12
38	Learning and the development of social identities in the subjects Care and Technology. British Educational Research Journal, 2007, 33, 845-866.	2.5	10
39	Stimulating teachersâ€™ inquiring attitude in academic and professional teacher education programmes. European Journal of Teacher Education, 2020, 43, 352-367.	3.7	10
40	Professional development in multicultural education: What can we learn from the Australian context?. Teaching and Teacher Education, 2022, 114, 103701.	3.2	10
41	The role of teaching courses and teacher communities in strengthening the identity and agency of teachers at university medical centres. Teaching and Teacher Education, 2017, 67, 399-409.	3.2	8
42	The relationship between ethnic school composition, school diversity climate and studentsâ€™ competences in dealing with differences. Journal of Ethnic and Migration Studies, 2021, 47, 2039-2064.	2.8	8
43	Creating space for agency: a conceptual framework to understand and study adolescentsâ€™ school engagement from a Funds of Identity perspective. Mind, Culture, and Activity, 2021, 28, 125-137.	1.9	8
44	Finding and using studentsâ€™ funds of knowledge and identity in superdiverse primary schools: a collaborative action research project. Cambridge Journal of Education, 2021, 51, 673-692.	2.4	8
45	Closing the feedback loop: a productive interplay between practice-based research and school development through cross-professional collaboration in secondary education. Professional Development in Education, 2017, 43, 860-880.	2.8	7
46	Mapping discourses on mosque education in the Netherlands: a content analysis of the Dutch press, 2010â€“2016. Discourse, 2019, 40, 358-371.	1.3	7
47	The involvement of academically educated Dutch teachers in inquiry-based working. Professional Development in Education, 2020, 46, 21-34.	2.8	7
48	Designing innovative learning environments to foster communities of learners for students in initial vocational education. Learning Environments Research, 2016, 19, 107-131.	2.8	6
49	Fostering collaborative teacher learning: A typology of school leadership. European Journal of Education, 2020, 55, 217-232.	2.8	6
50	Promoting inquiry-based working: Exploring the interplay between school boards, school leaders and teachers. Educational Management Administration and Leadership, 2019, 47, 475-497.	3.8	5
51	Ethnic diversity in schools and bi-ethnic Dutch studentsâ€™ educational outcomes and social functioning. School Effectiveness and School Improvement, 2016, 27, 613-628.	2.9	4
52	Reading for meaning: the effects of Developmental Education on motivation and achievement in reading informative texts in primary school. Research Papers in Education, 2017, 32, 333-352.	3.0	4
53	Diversity among Bi-ethnic students and differences in educational outcomes and social functioning. Social Psychology of Education, 2017, 20, 753-774.	2.5	4
54	Reading for meaning: the effects of Developmental Education on reading achievements of primary school students from low SES and ethnic minority families. School Effectiveness and School Improvement, 2018, 29, 285-307.	2.9	4

#	ARTICLE	IF	CITATIONS
55	Learning from, through and about Differences: A Multiple Case Study on Schools as Practice Grounds for Citizenship. <i>Social Sciences</i> , 2021, 10, 200.	1.4	4
56	Educational outcomes and functioning of bi-ethnic Dutch children in school. <i>Educational Research</i> , 2015, 57, 354-367.	1.8	3
57	The contribution of teachers of research-intensive teacher education programmes to a culture of inquiry in primary schools. <i>Professional Development in Education</i> , 2020, , 1-17.	2.8	3
58	The focus of schools on twenty-first-century competencies and students' experience of these competencies. <i>Curriculum Journal</i> , 2020, 31, 648-665.	1.5	3
59	A Place Between School and Home: Exploring the Place of Shadow Education in Students' Academic Lives in the Netherlands. <i>Orbis Scholae</i> , 2020, 14, 39-58.	0.6	3
60	The role of mosque education in the integration of Turkish-Dutch youth: perspectives of Muslim parents, imams, mosque teachers and key stakeholders. <i>Ethnic and Racial Studies</i> , 2022, 45, 122-143.	2.3	3
61	Teacher interventions to student misbehaviors: The role of ethnicity, emotional intelligence, and multicultural attitudes. <i>Current Psychology</i> , 2021, 40, 5934-5946.	2.8	2
62	Embedding inquiry-based practices in schools: The strategic role of school leaders. <i>European Journal of Education</i> , 2020, 55, 233-247.	2.8	2
63	Professional development in inquiry-based working; the experiences of graduates from academic teacher education programmes. <i>European Journal of Teacher Education</i> , 2023, 46, 114-133.	3.7	2
64	Understanding school engagement: The role of contextual continuities and discontinuities in adolescents' learner identities. <i>Learning, Culture and Social Interaction</i> , 2021, 28, 100460.	1.8	1
65	Funds of identity. <i>The New Zealand Annual Review of Education</i> , 0, 26, 175-183.	0.0	1
66	And then there were three: (re-)distributing educational responsibilities in response to the growing use of shadow education in the Netherlands. <i>Cambridge Journal of Education</i> , 0, , 1-18.	2.4	0