

Robert Thornberg

List of Publications by Year in descending order

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Version: 2024-02-01

115
papers

4,887
citations

117453

34
h-index

138251

58
g-index

122
all docs

122
docs citations

122
times ranked

2436
citing authors

#	ARTICLE	IF	CITATIONS
1	The emotional journey of the beginning teacher: Phases and coping strategies. <i>Research Papers in Education</i> , 2023, 38, 615-635.	1.7	3
2	Teacherâ€™Student Relationship Quality and Student Engagement: A Sequential Explanatory Mixed-Methods Study. <i>Research Papers in Education</i> , 2022, 37, 840-859.	1.7	24
3	â€œYou must learn something during a lessonâ€ how primary students construct meaning from teacher feedback. <i>Educational Studies</i> , 2022, 48, 323-340.	1.4	4
4	Downward Spiral of Bullying: Victimization Timeline From Former Victimsâ€™ Perspective. <i>Journal of Interpersonal Violence</i> , 2022, 37, NP10985-NP11008.	1.3	6
5	The links between studentsâ€™ relationships with teachers, likeability among peers, and bullying victimization: the intervening role of teacher responsiveness. <i>European Journal of Psychology of Education</i> , 2022, 37, 489-506.	1.3	17
6	Defending or Remaining Passive as a Bystander of School Bullying in Sweden: The Role of Moral Disengagement and Antibullying Class Norms. <i>Journal of Interpersonal Violence</i> , 2022, 37, NP18666-NP18689.	1.3	17
7	Longitudinal Links of Individual and Collective Morality with Adolescentsâ€™ Peer Aggression. <i>Journal of Youth and Adolescence</i> , 2022, 51, 524-539.	1.9	12
8	Longitudinal associations of social-cognitive and moral correlates with defending in bullying. <i>Journal of School Psychology</i> , 2022, 91, 146-159.	1.5	9
9	Editorial: Novel Developmental Perspectives on the Link Between Morality and Social Outcomes. <i>Frontiers in Psychology</i> , 2022, 13, 888373.	1.1	1
10	Associations between Studentâ€™Teacher Relationship Quality, Class Climate, and Bullying Roles: A Bayesian Multilevel Multinomial Logit Analysis. <i>Victims and Offenders</i> , 2022, 17, 1196-1223.	1.0	14
11	Racial Discrimination to Bullying Behavior among White and Black Adolescents in the USA: From Parentsâ€™ Perspectives. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 7084.	1.2	2
12	Individual Moral Disengagement and Bullying Among Swedish Fifth Graders: The Role of Collective Moral Disengagement and Pro-Bullying Behavior Within Classrooms. <i>Journal of Interpersonal Violence</i> , 2021, 36, NP9576-NP9600.	1.3	22
13	Experiences of a dual system: motivation for teachers to study special education. <i>European Journal of Special Needs Education</i> , 2021, 36, 743-757.	1.5	4
14	Talk of Teacher Burnout among Student Teachers. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 1266-1278.	1.0	4
15	Ethical dilemmas at work placements in teacher education. <i>Teaching Education</i> , 2021, 32, 403-419.	0.9	11
16	Bystander behaviour in peer victimisation: moral disengagement, defender self-efficacy and student-teacher relationship quality. <i>Research Papers in Education</i> , 2021, 36, 588-610.	1.7	31
17	The pursuit of quality in grounded theory. <i>Qualitative Research in Psychology</i> , 2021, 18, 305-327.	9.4	342
18	Cyberbullying and cybervictimization among preadolescents: Does time perspective matter?. <i>Scandinavian Journal of Psychology</i> , 2021, 62, 259-266.	0.8	9

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19	Associations between students' bystander behavior and individual and classroom collective moral disengagement. <i>Educational Psychology</i> , 2021, 41, 264-281.	1.2	11
20	A work motivational grounded theory study of workers in caring roles. <i>Journal of Interprofessional Care</i> , 2021, 35, 832-841.	0.8	0
21	Moral disengagement and verbal bullying in early adolescence: A three-year longitudinal study. <i>Journal of School Psychology</i> , 2021, 84, 63-73.	1.5	18
22	Collective moral disengagement and its associations with bullying perpetration and victimization in students. <i>Educational Psychology</i> , 2021, 41, 952-966.	1.2	13
23	Change advocacy as coping strategy: how beginning teachers cope with emotionally challenging situations. <i>Teachers and Teaching: Theory and Practice</i> , 2021, 27, 474-487.	0.9	6
24	Contact with migrants and perceived school climate as correlates of bullying toward migrants classmates. <i>New Directions for Child and Adolescent Development</i> , 2021, 2021, 141-157.	1.3	11
25	Exploring pupils' perspectives on school climate. <i>Educational Research</i> , 2021, 63, 379-395.	0.9	6
26	Editorial: Cyberbullying and Mental Health: An Interdisciplinary Perspective. <i>Frontiers in Psychology</i> , 2021, 12, 827106.	1.1	1
27	Validation of a Scale for Assessing Bystander Responses in Bullying. <i>Psicothema</i> , 2021, 33, 623-630.	0.7	5
28	Coolness and social vulnerability: Swedish pupils' reflections on participant roles in school bullying. <i>Research Papers in Education</i> , 2020, 35, 603-622.	1.7	23
29	Empathy and defending behaviours in school bullying: The mediating role of motivation to defend victims. <i>British Journal of Educational Psychology</i> , 2020, 90, 473-486.	1.6	32
30	Mechanisms of Moral Disengagement and Their Associations With Indirect Bullying, Direct Bullying, and Pro-Aggressive Bystander Behavior. <i>Journal of Early Adolescence</i> , 2020, 40, 28-55.	1.1	73
31	Bullying bystander behaviors: The role of coping effectiveness and the moderating effect of gender. <i>Scandinavian Journal of Psychology</i> , 2020, 61, 38-46.	0.8	13
32	When the bullied peer is native-born vs. immigrant: A mixed-method study with a sample of native-born and immigrant adolescents. <i>Scandinavian Journal of Psychology</i> , 2020, 61, 97-107.	0.8	31
33	Early Adolescents' Emotional and Behavioral Difficulties, Student-Teacher Relationships, and Motivation to Defend in Bullying Incidents. <i>Child and Youth Care Forum</i> , 2020, 49, 59-75.	0.9	22
34	Conflicts viewed through the micro-political lens: beginning teachers' coping strategies for emotionally challenging situations. <i>Research Papers in Education</i> , 2020, 35, 746-765.	1.7	23
35	Associations between individual and collective efficacy beliefs and students' bystander behavior. <i>Psychology in the Schools</i> , 2020, 57, 1710-1723.	1.1	15
36	Social-ecological pathways to school motivation and future orientation of African American adolescents in Chicago. <i>Journal of Educational Research</i> , 2020, 113, 384-395.	0.8	5

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37	Measuring the prevalence of peer bullying victimization: Review of studies from Sweden during 1993â€“2017. <i>Children and Youth Services Review</i> , 2020, 119, 105528.	1.0	15
38	An introduction to the special issue on cyberbullying in Asia and Pacific: its nature and impact. <i>Asia Pacific Journal of Social Work and Development</i> , 2020, 30, 145-149.	0.5	1
39	The fear of being singled out: pupilsâ€™ perspectives on victimisation and bystanding in bullying situations. <i>British Journal of Sociology of Education</i> , 2020, 41, 942-957.	1.1	26
40	Situationally Selective Activation of Moral Disengagement Mechanisms in School Bullying: A Repeated Within-Subjects Experimental Study. <i>Frontiers in Psychology</i> , 2020, 11, 1101.	1.1	8
41	Standing up for the victim or supporting the bully? Bystander responses and their associations with moral disengagement, defender self-efficacy, and collective efficacy. <i>Social Psychology of Education</i> , 2020, 23, 563-581.	1.2	21
42	Exploring Sex Differences in the Association between Bullying Involvement and Alcohol and Marijuana Use among U.S. Adolescents in 6 th to 10 th Grade. <i>Substance Use and Misuse</i> , 2020, 55, 1203-1213.	0.7	14
43	Individual moral disengagement and bystander behavior in bullying: The role of moral distress and collective moral disengagement.. <i>Psychology of Violence</i> , 2020, 10, 38-47.	1.0	34
44	Bullying among children and adolescents. <i>Scandinavian Journal of Psychology</i> , 2020, 61, 1-5.	0.8	7
45	L�r�r-elevrelationens betydelse i antimobbningsarbetet. Venue [Elektronisk Resurs] Popul�rvetenskaplig Tidskrift F�r Forskning Om Skola Och F�rskola, 2020, 6, 1-8.	0.1	0
46	Bystander passivity in health care and school settings: Moral disengagement, moral distress, and opportunities for moral education. <i>Journal of Moral Education</i> , 2019, 48, 199-213.	0.9	12
47	Moral Disengagement of Pure Bullies and Bully/Victims: Shared and Distinct Mechanisms. <i>Journal of Youth and Adolescence</i> , 2019, 48, 1835-1848.	1.9	35
48	Moral Disengagement and School Bullying Perpetration in Middle Childhood: A Short-Term Longitudinal Study in Sweden. <i>Journal of School Violence</i> , 2019, 18, 585-596.	1.1	19
49	Individual and Classroom Social-Cognitive Processes in Bullying: A Short-Term Longitudinal Multilevel Study. <i>Frontiers in Psychology</i> , 2019, 10, 1752.	1.1	23
50	Emotional challenges of medical students generate feelings of uncertainty. <i>Medical Education</i> , 2019, 53, 1037-1048.	1.1	39
51	Boundaries as a coping strategy: emotional labour and relationship maintenance in distressing teacher education situations. <i>European Journal of Teacher Education</i> , 2019, 42, 634-649.	2.2	13
52	Re-negotiating agency â€“ patients using comics to reflect upon acting in situations of abuse in health care. <i>BMC Health Services Research</i> , 2019, 19, 58.	0.9	2
53	How do secondary school students explain bullying?. <i>Educational Research</i> , 2019, 61, 142-160.	0.9	55
54	Perceived collective efficacy to stop aggression at school: A validation of an Italian and a Swedish version of a scale for adolescents. <i>European Journal of Developmental Psychology</i> , 2019, 16, 349-361.	1.0	6

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55	The Juridification of School Bullying in Sweden: The Emerging Struggle Between the Scientific-Based Pedagogical Discourse and the Legal Discourse. <i>Young People and Learning Processes in School and Everyday Life</i> , 2019, , 113-126.	0.5	4
56	Showing friendship, fighting back, and getting even: resisting bullying victimization within adolescent girls'™ friendships. <i>Journal of Youth Studies</i> , 2018, 21, 1141-1158.	1.5	15
57	Victim prevalence in bullying and its association with teacher's™ student and student's™ student relationships and class moral disengagement: a class-level path analysis. <i>Research Papers in Education</i> , 2018, 33, 320-335.	1.7	39
58	School bullying and fitting into the peer landscape: a grounded theory field study. <i>British Journal of Sociology of Education</i> , 2018, 39, 144-158.	1.1	66
59	Authoritative classroom climate and its relations to bullying victimization and bystander behaviors. <i>School Psychology International</i> , 2018, 39, 663-680.	1.1	36
60	â€œIt Dependsâ€™: A qualitative study on how adolescent students explain bystander intervention and non-intervention in bullying situations. <i>School Psychology International</i> , 2018, 39, 400-415.	1.1	41
61	â€œJudging by the coverâ€™: A grounded theory study of bullying towards same-country and immigrant peers. <i>Children and Youth Services Review</i> , 2018, 91, 403-412.	1.0	22
62	Correlates of direct and indirect forms of cyberbullying victimization involving South Korean adolescents: An ecological perspective. <i>Computers in Human Behavior</i> , 2018, 87, 327-336.	5.1	35
63	Bullying and its association with altruism toward victims, blaming the victims, and classroom prevalence of bystander behaviors: a multilevel analysis. <i>Social Psychology of Education</i> , 2018, 21, 1133-1151.	1.2	42
64	A qualitative study of primary teachers'™ classroom feedback rationales. <i>Educational Research</i> , 2018, 60, 189-205.	0.9	9
65	Conflictual student's™ teacher relationship, emotional and behavioral problems, prosocial behavior, and their associations with bullies, victims, and bullies/victims. <i>Educational Psychology</i> , 2018, 38, 1201-1217.	1.2	66
66	Students'™ views of factors affecting their bystander behaviors in response to school bullying: a cross-collaborative conceptual qualitative analysis. <i>Research Papers in Education</i> , 2018, 33, 127-142.	1.7	43
67	Deduction, Induction, and Abduction. , 2018, , 49-64.		73
68	Peer victimisation and its relation to class relational climate and class moral disengagement among school children. <i>Educational Psychology</i> , 2017, 37, 524-536.	1.2	38
69	Resolving feelings of professional inadequacy: Student teachers'™ coping with distressful situations. <i>Teaching and Teacher Education</i> , 2017, 64, 270-279.	1.6	50
70	Callous-Unemotional Traits, Harm-Effect Moral Reasoning, and Bullying Among Swedish Children. <i>Child and Youth Care Forum</i> , 2017, 46, 559-575.	0.9	22
71	Classroom relationship qualities and social-cognitive correlates of defending and passive bystanding in school bullying in Sweden: A multilevel analysis. <i>Journal of School Psychology</i> , 2017, 63, 49-62.	1.5	88
72	Getting angry matters: Going beyond perspective taking and empathic concern to understand bystanders'™ behavior in bullying. <i>Journal of Adolescence</i> , 2017, 61, 87-95.	1.2	50

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73	Bullying and repeated conventional transgressions in Swedish schools: How do gender and bullying roles affect students' conceptions?. <i>Psychology in the Schools</i> , 2017, 54, 1189-1201.	1.1	24
74	A categorisation of teacher feedback in the classroom: a field study on feedback based on routine classroom assessment in primary school. <i>Research Papers in Education</i> , 2017, 32, 316-332.	1.7	15
75	Values Education in Nordic Preschools: A Commentary. <i>International Journal of Early Childhood</i> , 2016, 48, 241-257.	0.6	21
76	Early adolescents' motivations to defend victims in school bullying and their perceptions of student-teacher relationships: A self-determination theory approach. <i>Journal of Adolescence</i> , 2016, 53, 75-90.	1.2	67
77	Bullying and defending behavior: The role of explicit and implicit moral cognition. <i>Journal of School Psychology</i> , 2016, 59, 67-81.	1.5	51
78	The social ordering of belonging: Children's perspectives on bullying. <i>International Journal of Educational Research</i> , 2016, 78, 13-23.	1.2	34
79	Children's conceptions of bullying and repeated conventional transgressions: moral, conventional, structuring and personal-choice reasoning. <i>Educational Psychology</i> , 2016, 36, 95-111.	1.2	37
80	Moral and citizenship educational goals in values education: A cross-cultural study of Swedish and Turkish student teachers' preferences. <i>Teaching and Teacher Education</i> , 2016, 55, 110-121.	1.6	32
81	Unique and Interactive Effects of Moral Emotions and Moral Disengagement on Bullying and Defending among School Children. <i>Elementary School Journal</i> , 2015, 116, 322-337.	0.9	67
82	School Bullying as a Collective Action: Stigma Processes and Identity Struggling. <i>Children and Society</i> , 2015, 29, 310-320.	1.0	98
83	Distressed Bullies, Social Positioning and Odd Victims: Young People's Explanations of Bullying. <i>Children and Society</i> , 2015, 29, 15-25.	1.0	18
84	Understanding Ecological Factors Associated With Bullying Across the Elementary to Middle School Transition in the United States. <i>Violence and Victims</i> , 2015, 30, 470-487.	0.4	50
85	The social dynamics of school bullying. <i>Confero: Essays on Education, Philosophy and Politics</i> , 2015, 3, 161-203.	0.4	30
86	Bystanders to bullying: fourth- to seventh-grade students' perspectives on their reactions. <i>Research Papers in Education</i> , 2014, 29, 557-576.	1.7	98
87	Motives for becoming a teacher and their relations to academic engagement and dropout among student teachers. <i>Journal of Education for Teaching</i> , 2014, 40, 173-185.	1.1	71
88	Consultation Barriers Between Teachers and External Consultants: A Grounded Theory of Change Resistance in School Consultation. <i>Journal of Educational and Psychological Consultation</i> , 2014, 24, 183-210.	1.0	12
89	School bullying and the mechanisms of moral disengagement. <i>Aggressive Behavior</i> , 2014, 40, 99-108.	1.5	127
90	Grounded Theory and Theoretical Coding. , 2014, , 153-169.		289

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91	Bystander behavior in bullying situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. <i>Journal of Adolescence</i> , 2013, 36, 475-483.	1.2	272
92	Teachers'™ views on values education: A qualitative study in Sweden and Turkey. <i>International Journal of Educational Research</i> , 2013, 59, 49-56.	1.2	75
93	Victimising of school bullying: a grounded theory. <i>Research Papers in Education</i> , 2013, 28, 309-329.	1.7	50
94	Informed Grounded Theory. <i>Scandinavian Journal of Educational Research</i> , 2012, 56, 243-259.	1.0	321
95	A Grounded Theory of Collaborative Synchronizing in Relation to Challenging Students. <i>Urban Education</i> , 2012, 47, 312-342.	1.2	5
96	Children's experiences of democracy, participation, and trust in school. <i>International Journal of Educational Research</i> , 2012, 53, 44-54.	1.2	65
97	Bystander Motivation in Bullying Incidents: To Intervene or Not to Intervene?. <i>Western Journal of Emergency Medicine</i> , 2012, 13, 247-252.	0.6	125
98	Older Teenagers'™ Explanations of Bullying. <i>Child and Youth Care Forum</i> , 2012, 41, 327-342.	0.9	22
99	â€˜Sheâ€™s Weird!â€™™ The Social Construction of Bullying in School: A Review of Qualitative Research. <i>Children and Society</i> , 2011, 25, 258-267.	1.0	137
100	Teenagers'™ Explanations of Bullying. <i>Child and Youth Care Forum</i> , 2011, 40, 177-192.	0.9	107
101	Schoolchildren's social representations on bullying causes. <i>Psychology in the Schools</i> , 2010, 47, 311-327.	1.1	91
102	A study of children's™ conceptions of school rules by investigating their judgements of transgressions in the absence of rules. <i>Educational Psychology</i> , 2010, 30, 583-603.	1.2	33
103	A Student in Distress: Moral Frames and Bystander Behavior in School. <i>Elementary School Journal</i> , 2010, 110, 585-608.	0.9	35
104	School democratic meetings: Pupil control discourse in disguise. <i>Teaching and Teacher Education</i> , 2010, 26, 924-932.	1.6	36
105	Rules in Everyday School Life: Teacher Strategies Undermine Pupil Participation. <i>International Journal of Children's Rights</i> , 2009, 17, 393-413.	0.4	10
106	The moral construction of the good pupil embedded in school rules. <i>Education, Citizenship and Social Justice</i> , 2009, 4, 245-261.	0.5	41
107	â€˜It's Not Fair!â€™™ Voicing Pupils'™ Criticisms of School Rules. <i>Children and Society</i> , 2008, 22, 418-428.	1.0	52
108	The lack of professional knowledge in values education. <i>Teaching and Teacher Education</i> , 2008, 24, 1791-1798.	1.6	126

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109	A categorisation of school rules. <i>Educational Studies</i> , 2008, 34, 25-33.	1.4	19
110	School children's reasoning about school rules. <i>Research Papers in Education</i> , 2008, 23, 37-52.	1.7	34
111	Values Education as the Daily Fostering of School Rules. <i>Research in Education</i> , 2008, 80, 52-62.	0.5	13
112	Inconsistencies in everyday patterns of school rules. <i>Ethnography and Education</i> , 2007, 2, 401-416.	0.5	27
113	A classmate in distress: schoolchildren as bystanders and their reasons for how they act. <i>Social Psychology of Education</i> , 2007, 10, 5-28.	1.2	68
114	The Situated Nature of Preschool Children's Conflict Strategies. <i>Educational Psychology</i> , 2006, 26, 109-126.	1.2	26
115	Hushing as a moral dilemma in the classroom. <i>Journal of Moral Education</i> , 2006, 35, 89-104.	0.9	23