

MariÃ«tte de Haan

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2592176/publications.pdf>

Version: 2024-02-01

30
papers

414
citations

840776

11
h-index

752698

20
g-index

32
all docs

32
docs citations

32
times ranked

280
citing authors

#	ARTICLE	IF	CITATIONS
1	Rethinking sociocultural notions of learning in the digital era: Understanding the affordances of networked platforms. <i>E-Learning and Digital Media</i> , 2022, 19, 78-92.	2.6	4
2	â€˜Going globalâ€™: comparing access to global learning experiences in the online social networks of Turkish-Dutch, Moroccan-Dutch, and native-Dutch youth. <i>Intercultural Education</i> , 2021, 32, 194-211.	1.0	0
3	Armoured with morality: Parental perspectives on moral education in the violent context of Brazilian slums. <i>Journal of Moral Education</i> , 2020, 49, 436-453.	1.5	0
4	â€˜I Want Good Children, Also for this Countryâ€™: How Dutch Minority Muslim Parentsâ€™ Experience and Negotiate Parenting, Parenthood and Citizenship. <i>Journal of Intercultural Studies</i> , 2020, 41, 574-590.	0.6	0
5	Reshaping Parental Ethnotheories of Dutchâ€“Moroccan Immigrant Parents in the Netherlands: Networking in Multiple Worlds. <i>New Directions for Child and Adolescent Development</i> , 2020, 2020, 171-193.	2.2	4
6	Expanding the notion of global learning: Turkish-Dutch teensâ€™ networked configurations for learning. <i>Frontline Learning Research</i> , 2020, 8, 109-130.	0.8	1
7	Learning to be a mother: Comparing two groups of Chinese immigrants in the Netherlands. <i>Asian and Pacific Migration Journal</i> , 2019, 28, 220-241.	1.0	4
8	How do Moroccan-Dutch parents (re)construct their parenting practices? Post-migration parenthood as a social site for learning and identity. <i>Learning, Culture and Social Interaction</i> , 2019, 21, 1-9.	1.8	4
9	Overseas Chinese Educational Strategies and Its Policy Implications. <i>Journal of Chinese Overseas</i> , 2019, 15, 171-201.	0.2	1
10	Parental Ethno theories of two groups of Chinese immigrants: a perspective from migration. <i>Migration and Development</i> , 2019, 8, 207-226.	1.1	5
11	How Moroccan-Dutch parents learn in communities of practice: valuing a bottom-up parenting programme. <i>Child and Family Social Work</i> , 2019, 24, 283-291.	1.4	3
12	Implementing Parenting Programmes Across Cultural Contexts: A Perspective on the Deficit Narrative. <i>European Journal of Development Research</i> , 2017, 29, 983-998.	2.3	5
13	Networked Identity. <i>Young</i> , 2015, 23, 19-38.	2.0	9
14	Challenging ideals of connected learning: the networked configurations for learning of migrant youth in the Netherlands. <i>Learning, Media and Technology</i> , 2014, 39, 507-535.	3.2	28
15	Parentâ€™teacher conferences in Dutch culturally diverse schools: Participation and conflict in institutional context. <i>Learning, Culture and Social Interaction</i> , 2014, 3, 252-262.	1.8	11
16	Youth Media Lifestyles. <i>Human Communication Research</i> , 2014, 40, 508-529.	3.4	24
17	The interactive attribution of school success in multi-ethnic schools. <i>European Journal of Psychology of Education</i> , 2013, 28, 297-313.	2.6	7
18	Learning potential in youth's online networks: A multilevel approach. <i>Computers and Education</i> , 2013, 68, 522-533.	8.3	15

#	ARTICLE	IF	CITATIONS
19	Key words and the analysis of exploratory talk. <i>European Journal of Psychology of Education</i> , 2013, 28, 1397-1415.	2.6	0
20	The Reconstruction of Parenting after Migration: A Perspective from Cultural Translation. <i>Human Development</i> , 2011, 54, 376-399.	2.0	39
21	Ethnicity and student identity in schools: an analysis of official and unofficial talk in multiethnic classrooms. <i>European Journal of Psychology of Education</i> , 2010, 25, 176-191.	2.6	8
22	Gender differences in adolescents' out-of-school literacy practices: A multifaceted approach. <i>Computers and Education</i> , 2010, 55, 742-751.	8.3	17
23	Responsibility and Reciprocity: Social Organization of Mazahua Learning Practices. <i>Anthropology and Education Quarterly</i> , 2009, 40, 187-204.	1.1	90
24	Ethnic identity, externalizing problem behaviour and the mediating role of self-esteem among Dutch, Turkish-Dutch and Moroccan-Dutch adolescents. <i>Journal of Adolescence</i> , 2008, 31, 223-240.	2.4	21
25	Diversity in the Construction of Modes of Collaboration in Multiethnic Classrooms: Continuity and Discontinuity of Cultural Scripts. , 2008, , 219-241.		2
26	Socialization practices of Moroccan families after migration. <i>Young</i> , 2007, 15, 71-89.	2.0	24
27	Reshaping diversity in a local classroom: Communication and identity issues in multicultural schools in the Netherlands. <i>Language and Communication</i> , 2005, 25, 315-333.	1.1	21
28	The construction of word meaning in a multicultural classroom. Mediation tools in peer collaboration during mathematics lessons. <i>European Journal of Psychology of Education</i> , 2005, 20, 45-59.	2.6	30
29	The Authoring of School: Between the Official and Unofficial Discourse. <i>Culture and Psychology</i> , 2005, 11, 267-285.	1.1	11
30	Collaboration patterns in a multi-ethnic classroom in the Netherlands: Differences in the reconstruction of institutional norms and ethnicity. , 2005, , 265-282.		1