

Sue Robson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3063951/publications.pdf>

Version: 2024-02-01

25
papers

605
citations

840776

11
h-index

713466

21
g-index

26
all docs

26
docs citations

26
times ranked

393
citing authors

#	ARTICLE	IF	CITATIONS
1	Theories of Inclusion, Theories of Schools: deconstructing and reconstructing the "inclusive school". <i>British Educational Research Journal</i> , 1999, 25, 157-177.	2.5	104
2	Internationalization: a transformative agenda for higher education?. <i>Teachers and Teaching: Theory and Practice</i> , 2011, 17, 619-630.	1.9	74
3	Internationalisation of higher education: drivers, rationales, priorities, values and impacts. <i>European Journal of Higher Education</i> , 2018, 8, 8-18.	2.7	62
4	Internationalization at home: time for review and development?. <i>European Journal of Higher Education</i> , 2018, 8, 19-35.	2.7	60
5	Producing and Using Video Data in the Early Years: Ethical Questions and Practical Consequences in Research with Young Children. <i>Children and Society</i> , 2011, 25, 179-189.	1.7	48
6	Self-regulation and metacognition in young children's self-initiated play and Reflective Dialogue. <i>International Journal of Early Years Education</i> , 2010, 18, 227-241.	0.8	40
7	Observing young children's creative thinking: engagement, involvement and persistence. <i>International Journal of Early Years Education</i> , 2012, 20, 349-364.	0.8	38
8	The Analysing Children's Creative Thinking framework: development of an observation-led approach to identifying and analysing young children's creative thinking. <i>British Educational Research Journal</i> , 2014, 40, 121-134.	2.5	30
9	Self-regulation, metacognition and child- and adult-initiated activity: does it matter who initiates the task?. <i>Early Child Development and Care</i> , 2016, 186, 764-784.	1.3	20
10	Self-regulation and metacognition in young children: Does it matter if adults are present or not?. <i>British Educational Research Journal</i> , 2016, 42, 185-206.	2.5	18
11	What do early childhood practitioners think about young children's thinking?. <i>European Early Childhood Education Research Journal</i> , 2005, 13, 81-96.	1.9	15
12	Developing Thinking and Understanding in Young Children. , 0, , .		15
13	Parent perspectives on services and relationships in two English early years centres. <i>Early Child Development and Care</i> , 2006, 176, 443-460.	1.3	12
14	Are there differences between children's display of self-regulation and metacognition when engaged in an activity and when later reflecting on it? The complementary roles of observation and reflective dialogue. <i>Early Years</i> , 2016, 36, 179-194.	1.0	12
15	Moving towards inclusive education policies and practices? Basic education for AIDS orphans and other vulnerable children in Zambia. <i>International Journal of Inclusive Education</i> , 2007, 11, 417-430.	2.6	9
16	Friendships for wellbeing?: parents' and practitioners' positioning of young children's friendships in the evaluation of wellbeing factors. <i>International Journal of Early Years Education</i> , 2019, 27, 345-359.	0.8	9
17	Supporting children's thinking in the foundation stage: practitioners' views on the role of initial training and continuing professional development. <i>Journal of In-Service Education</i> , 2006, 32, 341-357.	0.8	8
18	Practitioners' Experiences of Personal Ownership and Autonomy in Their Support for Young Children's Thinking. <i>Contemporary Issues in Early Childhood</i> , 2009, 10, 43-54.	1.3	8

#	ARTICLE	IF	CITATIONS
19	Early Childhood Professionals' experience of time to facilitate children's thinking. <i>European Early Childhood Education Research Journal</i> , 2006, 14, 97-111.	1.9	6
20	Internationalization of British Universities: Learning from the Experiences of International Counselling Students. <i>International Journal for the Advancement of Counselling</i> , 2013, 35, 188-202.	1.0	6
21	Ownership and autonomy in early learning: The Froebel Research Fellowship project, 2002-2015. <i>Journal of Early Childhood Research</i> , 2014, 12, 308-321.	1.6	5
22	Loved or listened to? Parent and practitioner perspectives on young children's well-being. <i>Early Child Development and Care</i> , 2019, 189, 1147-1161.	1.3	3
23	Children's Voices: Young Children as Participants in Research. , 0, , 55-68.		2
24	Children's Experiences of Creative Thinking. , 0, , 93-106.		1
25	Self-regulation and early school success. <i>British Journal of Educational Studies</i> , 2014, 62, 478-480.	1.3	0