

Eve Eisenschmidt

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4104688/publications.pdf>

Version: 2024-02-01

20
papers

301
citations

1040056

9
h-index

940533

16
g-index

20
all docs

20
docs citations

20
times ranked

223
citing authors

#	ARTICLE	IF	CITATIONS
1	Seeking sustainable ways for school development: teachers' and principals' views regarding teacher leadership. <i>International Journal of Leadership in Education</i> , 2023, 26, 581-603.	2.2	8
2	Teachers' readiness for leadership – a strategy for school development. <i>School Leadership and Management</i> , 2022, 42, 79-103.	1.6	5
3	Current Challenges in School Leadership in Estonia and Finland: A Multiple-Case Study among Exemplary Principals. <i>Education Research International</i> , 2021, 2021, 1-11.	1.1	9
4	Exploring the Perceptions of Estonian Teachers' Data Use in School Development. <i>Education Sciences</i> , 2021, 11, 262.	2.6	1
5	Students' views on dialogue: improving student engagement in the quality assurance process. <i>Quality in Higher Education</i> , 2020, 26, 80-97.	1.1	17
6	Teacher professional standards to support teacher quality and learning in Estonia. <i>European Journal of Education</i> , 2019, 54, 389-399.	2.8	14
7	Virtues that create purpose for ethical leadership: Exemplary principals from Estonia and Finland. <i>Journal of Beliefs and Values</i> , 2019, 40, 433-446.	0.6	14
8	Novice teachers' learning and knowledge building during the induction programme. <i>European Journal of Teacher Education</i> , 2019, 42, 36-51.	3.7	10
9	Teachers' perceptions of school climate as an indicator of their beliefs of effective teaching. <i>Cambridge Journal of Education</i> , 2018, 48, 3-20.	2.4	13
10	Does the design of learning outcomes matter from students' perspective?. <i>Studies in Educational Evaluation</i> , 2018, 59, 179-186.	2.3	22
11	Does Mentoring Matter? On the Way to Collaborative School Culture. <i>Educational Process: International Journal</i> , 2018, 7, 7-23.	0.8	9
12	Associations of newly qualified teachers' beliefs with classroom management practices and approaches to instruction over one school year. <i>European Journal of Teacher Education</i> , 2017, 40, 28-45.	3.7	9
13	Algajate Äppetajate tajutud juhtkonna tugi ning selle seosed kooliarendusse kaasatuse ja Äppetajate koostÄrÄga. <i>Estonian Journal of Education</i> , 2015, 3, 148-172.	0.1	1
14	The Induction Program – Teachers' Experience After Five Years of Practice. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2013, 21, 241-257.	1.4	13
15	Finding myself as a teacher: exploring the shaping of teacher identities through student teachers' narratives. <i>Teachers and Teaching: Theory and Practice</i> , 2012, 18, 197-216.	1.9	79
16	Does Induction Programme Support Novice Teachers' Intrinsic Motivation to Work?. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 69, 1497-1504.	0.5	4
17	Novice teachers' perspectives on mentoring: The case of the Estonian induction year. <i>Teaching and Teacher Education</i> , 2009, 25, 681-689.	3.2	50
18	Ethical sensitivity of Finnish and Estonian teachers. <i>Journal of Moral Education</i> , 0, , 1-17.	1.5	5

#	ARTICLE	IF	CITATIONS
19	School-University Partnership for Evidence-Driven School Improvement in Estonia. , 0, , .		3
20	A study of Finnish and Estonian principalsâ€™ perceptions of strategies that foster teacher involvement in school development. International Journal of Leadership in Education, 0, , 1-24.	2.2	15