

Jairo RodrÃ-guez-Medina

List of Publications by Year in descending order

Source: [//exaly.com/author-pdf/5490460/publications.pdf](https://exaly.com/author-pdf/5490460/publications.pdf)

Version: 2024-02-01

31
papers

191
citations

937548

8
h-index

1060061

11
g-index

35
all docs

35
docs citations

35
times ranked

202
citing authors

#	ARTICLE	IF	CITATIONS
1	Evaluation of didactic units on historical thinking and active methods. Humanities and Social Sciences Communications, 2024, 11, .	3.1	0
2	Teaching skills in physical education teacher training: theoretical and factor models. Humanities and Social Sciences Communications, 2023, 10, .	3.1	0
3	Teaching Approaches and Profile Analysis: An Exploratory Study With Trainee History Teachers. SAGE Open, 2022, 12, 215824402110591.	1.8	3
4	Recursos digitales y enfoques de enseñanza en la formación inicial del profesorado de Historia. Educación XXI, 2022, 25, 143-170.	0.8	1
5	Recursos digitales y enfoques de enseñanza en la formación inicial del profesorado de Historia. Educación XXI, 2022, 25, 143-170.	0.8	5
6	Emotion Regulation in Adolescents: Evidence of the Validity and Factor Structure of the Cognitive Emotion Regulation Questionnaire (CERQ). International Journal of Environmental Research and Public Health, 2022, 19, 3602.	2.8	11
7	Measuring Changes in Social Skills Throughout an Intervention Program for Children with ASD, Contributions from Polar Coordinate Analysis. Journal of Autism and Developmental Disorders, 2022, , 1.	3.2	1
8	Heritage Resources and Teaching Approaches. A Study With Trainee Secondary Education History Teachers. Frontiers in Education, 2022, 7, .	2.2	2
9	A review of literature on history education: An analysis of the conceptual, intellectual and social structure of a knowledge domain (2000â€“2019). European Journal of Education, 2022, 57, 497-511.	2.8	2
10	Aproximación etnográfica al proceso de inclusión de alumnado inmigrante en un centro educativo. Bellaterra Journal of Teaching and Learning Language and Literature, 2022, 15, e1148.	0.3	0
11	Executive function assessment: Adaptation of the Amsterdam executive function inventory using Spanish first-year university students from two knowledge areas. PLoS ONE, 2022, 17, e0272802.	2.4	1
12	Perceptions on the procedures and techniques for assessing history and defining teaching profiles. Teacher training in Spain and the United Kingdom. Educational Studies, 2021, 47, 472-490.	2.3	5
13	Efectos de un programa de formación del profesorado en la motivación y satisfacción de los estudiantes de historia en enseñanza secundaria. Revista De Psicodidáctica, 2021, 26, 45-52.	1.6	9
14	Educación patrimonial para una ciudadanía participativa. Evaluación de resultados de aprendizaje del alumnado en el programa Patrimonializarte. Revista Electronica Interuniversitaria De Formacion Del Profesorado, 2021, 24, .	0.6	5
15	Effects of a teacher training program on the motivation and satisfaction of history secondary students. Revista De Psicodidáctica (English Ed), 2021, 26, 45-52.	1.2	6
16	Motivation and Perceived Learning of Secondary Education History Students. Analysis of a Programme on Initial Teacher Training. Frontiers in Psychology, 2021, 12, 661780.	2.3	5
17	Teaching Skills Assessment in Initial Teacher Training in Physical Education. Sustainability, 2020, 12, 9668.	3.3	10
18	Generating Marketing Outcomes through Internet of Things (IoT) Technologies. Sustainability, 2020, 12, 9670.	3.3	12

#	ARTICLE	IF	CITATIONS
19	Patrimonializarte: A Heritage Education Program Based on New Technologies and Local Heritage. <i>Education Sciences</i> , 2020, 10, 176.	2.7	12
20	An Evaluation of an Intervention Programme in Teacher Training for Geography and History: A Reliability and Validity Analysis. <i>Sustainability</i> , 2020, 12, 3124.	3.3	10
21	Heritage education under evaluation: the usefulness, efficiency and effectiveness of heritage education programmes. <i>Humanities and Social Sciences Communications</i> , 2020, 7, .	3.1	7
22	Project-based learning: an analysis of cooperation and evaluation as the axes of its dynamic. <i>Humanities and Social Sciences Communications</i> , 2020, 7, .	3.1	12
23	Trust and knowledge sharing in a transdisciplinary community of practice: a convergent parallel case study. <i>Revista Latinoamericana De Tecnología Educativa</i> , 2020, 19, 47-63.	0.7	3
24	Mixed Methods Approach to Describe Social Interaction During a Group Intervention for Adolescents With Autism Spectrum Disorders. <i>Frontiers in Psychology</i> , 2019, 10, 1158.	2.3	8
25	Observation of Metacognitive Skills in Natural Environments: A Longitudinal Study With Mixed Methods. <i>Frontiers in Psychology</i> , 2019, 10, 2398.	2.3	6
26	Non-reciprocal Friendships in a School-Age Boy with Autism: The Ties that Build?. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 2980-2994.	3.2	26
27	Construcción del discurso en torno a la Educación Inclusiva. <i>Revista Electronica Interuniversitaria De Formacion Del Profesorado</i> , 2018, 21, 185.	0.6	6
28	Observational Scaffolding for Learning Analytics: A Methodological Proposal. <i>Lecture Notes in Computer Science</i> , 2018, , 617-621.	0.2	3
29	Identifying potentially marker symptoms of attention-deficit/hyperactivity disorder. <i>PeerJ</i> , 2018, 6, e4820.	2.0	2
30	La estructura de las actitudes hacia las personas con discapacidad: modelos de redes y modelos estructurales. <i>Siglo Cero</i> , 2018, 49, 69.	0.6	2
31	Peer-Mediated Intervention for the Development of Social Interaction Skills in High-Functioning Autism Spectrum Disorder: A Pilot Study. <i>Frontiers in Psychology</i> , 2016, 7, 1986.	2.3	16