

Ton Mooij

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6348721/publications.pdf>

Version: 2024-02-01

37
papers

599
citations

567281

15
h-index

677142

22
g-index

39
all docs

39
docs citations

39
times ranked

341
citing authors

#	ARTICLE	IF	CITATIONS
1	Modelling and supporting ICT implementation in secondary schools. <i>Computers and Education</i> , 2001, 36, 265-281.	8.3	68
2	Pupil-centred learning, ICT, and teacher behaviour: observations in educational practice. <i>British Journal of Educational Technology</i> , 2001, 32, 403-417.	6.3	55
3	Secondary school teachers' personal and school characteristics, experience of violence and perceived violence motives. <i>Teachers and Teaching: Theory and Practice</i> , 2011, 17, 227-253.	1.9	41
4	Promoting prosocial pupil behaviour: 2-Secondary school intervention and pupil effects. <i>British Journal of Educational Psychology</i> , 1999, 69, 479-504.	2.9	28
5	Design of educational and ICT conditions to integrate differences in learning: Contextual learning theory and a first transformation step in early education. <i>Computers in Human Behavior</i> , 2007, 23, 1499-1530.	8.5	27
6	Towards systemic support of pupils with emotional and behavioural disorders. <i>International Journal of Inclusive Education</i> , 2009, 13, 597-616.	2.6	27
7	Education and self-regulation of learning for gifted pupils: systemic design and development. <i>Research Papers in Education</i> , 2008, 23, 1-19.	3.0	25
8	Promoting prosocial pupil behaviour: 1-A multilevel theoretical model. <i>British Journal of Educational Psychology</i> , 1999, 69, 469-478.	2.9	20
9	Multilevel aspects of social cohesion of secondary schools and pupils' feelings of safety. <i>British Journal of Educational Psychology</i> , 2011, 81, 369-390.	2.9	20
10	Pupil-class determinants of aggressive and victim behaviour in pupils. <i>British Journal of Educational Psychology</i> , 1998, 68, 373-385.	2.9	19
11	Optimising ICT effectiveness in instruction and learning: multilevel transformation theory and a pilot project in secondary education. <i>Computers and Education</i> , 2004, 42, 25-44.	8.3	18
12	Education and ICT-based self-regulation in learning: Theory, design and implementation. <i>Education and Information Technologies</i> , 2009, 14, 3-27.	5.7	18
13	Integrating Gifted Children Into Kindergarten by Improving Educational Processes. <i>Gifted Child Quarterly</i> , 1999, 43, 63-74.	2.0	17
14	National campaign effects on secondary pupils' bullying and violence. <i>British Journal of Educational Psychology</i> , 2005, 75, 489-511.	2.9	16
15	PREDICTING (UNDER)ACHIEVEMENT OF GIFTED CHILDREN. <i>European Journal of High Ability</i> , 1992, 3, 59-74.	0.2	15
16	Screening Children's Entry Characteristics in Kindergarten. <i>Early Child Development and Care</i> , 2000, 165, 23-40.	1.3	15
17	Differences in pupil characteristics and motives in being a victim, perpetrator and witness of violence in secondary education. <i>Research Papers in Education</i> , 2011, 26, 105-128.	3.0	15
18	Designing instruction and learning for cognitively gifted pupils in preschool and primary school. <i>International Journal of Inclusive Education</i> , 2013, 17, 597-613.	2.6	14

#	ARTICLE	IF	CITATIONS
19	Improving kindergarten teachers'™ differentiation practices to better anticipate student differences. Educational Studies, 2016, 42, 357-377.	2.4	13
20	Time on Task, Interaction, and Information Handling in Multimedia Learning Environments. Journal of Educational Computing Research, 1999, 21, 487-502.	5.5	12
21	Designing a digital instructional management system to optimize early education. Educational Technology Research and Development, 2002, 50, 11-23.	2.8	12
22	Self-Regulated and Technology-Enhanced Learning: A European Perspective. European Educational Research Journal, 2014, 13, 519-528.	2.1	11
23	Design, Development and Implementation of Inclusive Education. European Educational Research Journal, 2006, 5, 94-109.	2.1	10
24	Contextual learning theory: Concrete form and a software prototype to improve early education. Computers and Education, 2007, 48, 100-118.	8.3	10
25	Preventing Antisocial Behaviour of Young Children at Risk. Risk Management, 1999, 1, 49-61.	2.3	9
26	Differential ability and attainment in language and arithmetic of Dutch primary school pupils. British Journal of Educational Psychology, 2008, 78, 491-506.	2.9	8
27	A Mokken Scale to Assess Secondary Pupils'™ Experience of Violence in Terms of Severity. Journal of Psychoeducational Assessment, 2012, 30, 496-508.	1.5	8
28	School and Pupil Effects on Secondary Pupils'™ Feelings of Safety in School, Around School, and at Home. Journal of Interpersonal Violence, 2013, 28, 1240-1266.	2.0	8
29	Towards Optimal Education Including Self-Regulated Learning in Technology-Enhanced Preschools and Primary Schools. European Educational Research Journal, 2014, 13, 529-552.	2.1	8
30	Factors affecting intervention fidelity of differentiated instruction in kindergarten. Research Papers in Education, 2017, 32, 151-169.	3.0	8
31	Theoretical and Methodological Significance of Information and Communication Technology in Educational Practice. European Educational Research Journal, 2006, 5, 77-79.	2.1	6
32	School Indicators of Violence Experienced and Feeling Unsafe of Dutch LGB Versus Non-LGB Secondary Students and Staff, 2006-2010. Journal of Interpersonal Violence, 2016, 31, 3413-3442.	2.0	6
33	Personal, family and school influences on secondary pupils'™ feelings of safety at school, in the school surroundings and at home. Teachers and Teaching: Theory and Practice, 2012, 18, 129-157.	1.9	5
34	A Social Perspective on New Learning. , 2000, , 191-208.		3
35	Relevance of student and contextual school variables in explaining a student's™ severity of violence experienced. Teachers and Teaching: Theory and Practice, 2015, 21, 926-940.	1.9	2
36	Promoting prosocial pupil behaviour and the roles of counselling. International Journal for the Advancement of Counselling, 1999, 21, 315-334.	1.0	0

#	ARTICLE	IF	CITATIONS
37	Exploring a prototype framework of web-based and peer-reviewed "European Educational Research Quality Indicators" (EERQI). <i>Scientometrics</i> , 2015, 102, 1037-1055.	3.0	0