

Ton Mooij

List of Publications by Year in descending order

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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	Factors affecting intervention fidelity of differentiated instruction in kindergarten. <i>Research Papers in Education</i> , 2017, 32, 151-169.	3.0	8
2	Improving kindergarten teachers'™ differentiation practices to better anticipate student differences. <i>Educational Studies</i> , 2016, 42, 357-377.	2.4	13
3	School Indicators of Violence Experienced and Feeling Unsafe of Dutch LGB Versus Non-LGB Secondary Students and Staff, 2006-2010. <i>Journal of Interpersonal Violence</i> , 2016, 31, 3413-3442.	2.0	6
4	Relevance of student and contextual school variables in explaining a student's™ severity of violence experienced. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 926-940.	1.9	2
5	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
6	Towards Optimal Education Including Self-Regulated Learning in Technology-Enhanced Preschools and Primary Schools. <i>European Educational Research Journal</i> , 2014, 13, 529-552.	2.1	8
7	Self-Regulated and Technology-Enhanced Learning: A European Perspective. <i>European Educational Research Journal</i> , 2014, 13, 519-528.	2.1	11
8	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
9	School and Pupil Effects on Secondary Pupils'™ Feelings of Safety in School, Around School, and at Home. <i>Journal of Interpersonal Violence</i> , 2013, 28, 1240-1266.	2.0	8
10	A Mokken Scale to Assess Secondary Pupils'™ Experience of Violence in Terms of Severity. <i>Journal of Psychoeducational Assessment</i> , 2012, 30, 496-508.	1.5	8
11	Personal, family and school influences on secondary pupils'™ feelings of safety at school, in the school surroundings and at home. <i>Teachers and Teaching: Theory and Practice</i> , 2012, 18, 129-157.	1.9	5
12	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
13	Multi-level 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
14	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
15	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
16	Towards systemic support of pupils with emotional and behavioural disorders. <i>International Journal of Inclusive Education</i> , 2009, 13, 597-616.	2.6	27
17	Differential ability and attainment in language and arithmetic of Dutch primary school pupils. <i>British Journal of Educational Psychology</i> , 2008, 78, 491-506.	2.9	8
18	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

#	ARTICLE	IF	CITATIONS
19	Contextual learning theory: Concrete form and a software prototype to improve early education. Computers and Education, 2007, 48, 100-118.	8.3	10
20	Design of educational and ICT conditions to integrate differences in learning: Contextual learning theory and a first transformation step in early education. Computers in Human Behavior, 2007, 23, 1499-1530.	8.5	27
21	Theoretical and Methodological Significance of Information and Communication Technology in Educational Practice. European Educational Research Journal, 2006, 5, 77-79.	2.1	6
22	Design, Development and Implementation of Inclusive Education. European Educational Research Journal, 2006, 5, 94-109.	2.1	10
23	National campaign effects on secondary pupils' bullying and violence. British Journal of Educational Psychology, 2005, 75, 489-511.	2.9	16
24	Optimising ICT effectiveness in instruction and learning: multilevel transformation theory and a pilot project in secondary education. Computers and Education, 2004, 42, 25-44.	8.3	18
25	Designing a digital instructional management system to optimize early education. Educational Technology Research and Development, 2002, 50, 11-23.	2.8	12
26	Modelling and supporting ICT implementation in secondary schools. Computers and Education, 2001, 36, 265-281.	8.3	68
27	Pupil-centred learning, ICT, and teacher behaviour: observations in educational practice. British Journal of Educational Technology, 2001, 32, 403-417.	6.3	55
28	Screening Children's Entry Characteristics in Kindergarten. Early Child Development and Care, 2000, 165, 23-40.	1.3	15
29	A Social Perspective on New Learning. , 2000, , 191-208.		3
30	Integrating Gifted Children Into Kindergarten by Improving Educational Processes. Gifted Child Quarterly, 1999, 43, 63-74.	2.0	17
31	Promoting prosocial pupil behaviour and the roles of counselling. International Journal for the Advancement of Counselling, 1999, 21, 315-334.	1.0	0
32	Promoting prosocial pupil behaviour: 1-A multilevel theoretical model. British Journal of Educational Psychology, 1999, 69, 469-478.	2.9	20
33	Promoting prosocial pupil behaviour: 2-Secondary school intervention and pupil effects. British Journal of Educational Psychology, 1999, 69, 479-504.	2.9	28
34	Preventing Antisocial Behaviour of Young Children at Risk. Risk Management, 1999, 1, 49-61.	2.3	9
35	Time on Task, Interaction, and Information Handling in Multimedia Learning Environments. Journal of Educational Computing Research, 1999, 21, 487-502.	5.5	12
36	Pupil-class determinants of aggressive and victim behaviour in pupils. British Journal of Educational Psychology, 1998, 68, 373-385.	2.9	19

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37	PREDICTING (UNDER)ACHIEVEMENT OF GIFTED CHILDREN. European Journal of High Ability, 1992, 3, 59-74.	0.2	15