

Laura J Scholes

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6630033/publications.pdf>

Version: 2024-02-01

38
papers

544
citations

1040056

9
h-index

839539

18
g-index

40
all docs

40
docs citations

40
times ranked

434
citing authors

#	ARTICLE	IF	CITATIONS
1	Gaming well: links between videogames and flourishing mental health. <i>Frontiers in Psychology</i> , 2014, 5, 260.	2.1	166
2	The Politics of Quality Teacher Discourses: Implications for Pre-service Teachers in High Poverty Schools. , 2017, 42, 19-43.		32
3	Critical values education in the early years: Alignment of teachersâ€™ personal epistemologies and practices for active citizenship. <i>Teaching and Teacher Education</i> , 2016, 59, 261-273.	3.2	21
4	The Teachersâ€™ Role in Child Sexual Abuse Prevention Programs: Implications for Teacher Education.. <i>Australian Journal of Teacher Education</i> , 2012, 37, .	0.6	21
5	Serious games for learning: games-based child sexual abuse prevention in schools. <i>International Journal of Inclusive Education</i> , 2014, 18, 934-956.	2.6	17
6	Differences in attitudes towards reading and other schoolâ€related activities among boys and girls. <i>Journal of Research in Reading</i> , 2019, 42, 485-503.	2.0	17
7	Working-class boysâ€™ relationships with reading: contextual systems that support working-class boysâ€™ engagement with, and enjoyment of, reading. <i>Gender and Education</i> , 2019, 31, 344-361.	1.7	15
8	â€m good at science but I donâ€™t want to be a scientistâ€™: Australian primary school student stereotypes of science and scientists. <i>International Journal of Inclusive Education</i> , 2022, 26, 927-942.	2.6	15
9	A serious-game for child sexual abuse prevention: An evaluation of Orbit. <i>Child Abuse and Neglect</i> , 2020, 107, 104569.	2.6	14
10	Engaging the creative arts to meet the needs of twenty-first-century boys. <i>International Journal of Inclusive Education</i> , 2012, 16, 969-984.	2.6	11
11	Recognition of boys as readers through a social justice lens. <i>British Journal of Sociology of Education</i> , 2020, 41, 975-991.	1.8	11
12	Disrupting the 'boys don't read' discourse: Primary school boys who <i>love</i> reading fiction. <i>British Educational Research Journal</i> , 2021, 47, 163-180.	2.5	11
13	Boysâ€™ gaming identities and opportunities for learning. <i>Learning, Media and Technology</i> , 2022, 47, 163-178.	3.2	11
14	Virtual Reality and Embodiment in Multimodal Meaning Making. <i>Written Communication</i> , 2022, 39, 335-369.	1.3	11
15	Clandestine Readers: boys and girls going â€undercoverâ€™ in school spaces. <i>British Journal of Sociology of Education</i> , 2015, 36, 359-374.	1.8	9
16	Changes in childrenâ€™s reasoning about the social inclusion of aggressive children over the early years of elementary school. <i>International Journal of Inclusive Education</i> , 2017, 21, 991-1010.	2.6	9
17	Promoting social inclusion in the early years of elementary school: a focus on childrenâ€™s epistemic beliefs for moral reasoning. <i>International Journal of Inclusive Education</i> , 2017, 21, 507-520.	2.6	9
18	Boys and CSA Prevention: Issues Surrounding Gender and Approaches for Prevention. <i>Australian Journal of Teacher Education</i> , 2014, 39, .	0.6	8

#	ARTICLE	IF	CITATIONS
19	Middle years students' engagement with science in rural and urban communities in Australia: exploring science capital, place-based knowledges and familial relationships. <i>Pedagogy, Culture and Society</i> , 2021, 29, 43-60.	2.6	7
20	Year 3 student career choices: Exploring societal changes in constructions of masculinity and femininity in career choice justifications. <i>British Educational Research Journal</i> , 2022, 48, 292-310.	2.5	7
21	Young children's moral evaluations of inclusion and exclusion in play in ethnic and aggressive stereotypic peer contexts. <i>International Journal of Inclusive Education</i> , 2022, 26, 429-447.	2.6	6
22	Popular girls aren't into reading: reading as a site for working-class girls' gender and class identity work. <i>Critical Studies in Education</i> , 2021, 62, 179-194.	4.5	6
23	Middle school students' science epistemic beliefs – Implications for measurement. <i>International Journal of Educational Research</i> , 2021, 105, 101719.	2.2	5
24	How do rural Australian students' ethnogeographies related to people and place influence their STEM career aspirations?. <i>International Journal of Science Education</i> , 2021, 43, 2333-2350.	1.9	5
25	Learning to Lead: A Social Justice Perspective on Understanding Elementary Teacher Leadership in Papua New Guinea. <i>Australian Journal of Teacher Education</i> , 2012, 37, .	0.6	5
26	Children's perspectives on why and when teachers listen to their ideas: Exploring opportunities for participation in the early years of school. <i>International Journal of Educational Research</i> , 2021, 107, 101747.	2.2	4
27	Year 3 boys' and girls' enjoyment for reading across economic demographics in Australia. Implications for boys and students from lower SES communities. <i>International Journal of Inclusive Education</i> , 0, , 1-16.	2.6	4
28	Boys, science and literacy: place-based masculinities, reading practices and the 'science literate boy'. <i>Research Papers in Education</i> , 2023, 38, 328-356.	3.0	4
29	'We don't read in science': student perceptions of literacy and learning science in middle school. <i>Cambridge Journal of Education</i> , 2021, 51, 451-466.	2.4	4
30	Epistemic Climates for Active Citizenship: Dialogically Organised Classrooms and Children's Internal Dialogue. <i>International Perspectives on Early Childhood Education and Development</i> , 2018, , 69-87.	0.3	4
31	Boys, Masculinity and Reading: Deconstructing the Homogenizing of Boys in Primary School Literacy Classrooms. <i>International Journal of Learning</i> , 2010, 17, 437-450.	0.1	4
32	Doing the right thing in the early years of primary school: a longitudinal study of children's reasoning about right and wrong. <i>Australian Educational Researcher</i> , 2019, 46, 863-878.	2.3	3
33	The making of male reader identities across generations: assemblages of rural places in shaping life as a male reader in Australia and Sweden. <i>British Journal of Sociology of Education</i> , 2021, 42, 1192-1209.	1.8	3
34	Books Are Boring! Books Are Fun!. <i>Boyhood Studies</i> , 2017, 10, .	0.2	2
35	The development of children's epistemic beliefs across the early years of elementary school. <i>British Journal of Educational Psychology</i> , 2020, 90, 266-281.	2.9	2
36	Children's epistemic reasoning about social inclusion of aggressive peers in a culturally diverse school. <i>British Educational Research Journal</i> , 2022, 48, 272-291.	2.5	2

#	ARTICLE	IF	CITATIONS
37	Reasoning about social inclusion over the early years of primary school: a focus on epistemic cognition. <i>European Early Childhood Education Research Journal</i> , 2019, 27, 616-629.	1.9	1
38	Understanding relationships between epistemic cognition and executive functioning: Implications for measurement and practice in early childhood. <i>Australasian Journal of Early Childhood</i> , 0, , 183693912210893.	1.0	0