

Matthew Curtner-Smith

List of Publications by Year in descending order

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Version: 2024-02-01

74
papers

1,646
citations

361413
20
h-index

315739
38
g-index

74
all docs

74
docs citations

74
times ranked

621
citing authors

#	ARTICLE	IF	CITATIONS
1	“She thought I was her gardener”: the life history of one Latino/Hispanic American college basketball coach. <i>Sport, Education and Society</i> , 2023, 28, 188-199.	2.1	1
2	“We’re trying to produce serious educators”: impact of secondary organizational socialization on mid-career faculty members’ delivery of PETE. <i>Sport, Education and Society</i> , 2023, 28, 369-380.	2.1	2
3	The Role of Content Knowledge in Influencing Student Physical Activity, On-Task Behavior, and Skill Performance. <i>Research Quarterly for Exercise and Sport</i> , 2023, 94, 322-330.	1.4	5
4	“I’m Not Scared Anymore”: Impact of an Out-of-School Swimming Program on Children and Youth From an Underserved Community. <i>Journal of Teaching in Physical Education</i> , 2022, 41, 129-139.	1.2	1
5	Recruitment of undergraduate students in kinesiology: Implications for physical education. <i>European Physical Education Review</i> , 2021, 27, 132-149.	2.0	5
6	“My mindset has completely shifted from asking what to asking why and how”: Influence of two effective and expert teachers’ value orientations on their curricula and pedagogies. <i>European Physical Education Review</i> , 2021, 27, 543-558.	2.0	1
7	“My Methods Courses Feel Like Walmart”: Influence of Secondary Organizational Socialization on Early Career Faculty Members’ Implementation of PETE. <i>Journal of Teaching in Physical Education</i> , 2021, 40, 1-8.	1.2	1
8	Influence of a physical education teacher’s perceived age on high school pupils’ perceptions of effectiveness and learning. <i>European Physical Education Review</i> , 2020, 26, 22-35.	2.0	2
9	Effects of occupational socialization on United States secondary physical education teachers’ beliefs regarding curriculum design. <i>European Physical Education Review</i> , 2020, 26, 179-197.	2.0	12
10	Negotiation patterns of a preservice physical education teacher and his students during sport education. <i>European Physical Education Review</i> , 2020, 26, 198-217.	2.0	4
11	“It’s nice to have choices”: influence of purposefully negotiating the curriculum on the students in one mixed-gender middle school class and their teacher. <i>Sport, Education and Society</i> , 2020, 25, 904-916.	2.1	10
12	Faculty members engaging in transformative PETE: a feminist perspective. <i>Sport, Education and Society</i> , 2020, 25, 43-56.	2.1	5
13	Influence of Occupational Socialization on Elementary Physical Education Teachers’ Beliefs and Curricula. <i>Journal of Teaching in Physical Education</i> , 2020, 39, 9-17.	1.2	10
14	Negotiations Between Preservice Classroom Teachers and Students During a Physical Education Early Field Experience. <i>Journal of Teaching in Physical Education</i> , 2020, 39, 69-77.	1.2	5
15	The acculturation of preservice adventure educators: development of perspectives and beliefs. <i>Journal of Adventure Education and Outdoor Learning</i> , 2019, 19, 216-226.	1.6	2
16	Influence of adventure education instructor education on the perspectives and practices of preservice adventure educators. <i>Journal of Outdoor and Environmental Education</i> , 2019, 22, 127-143.	1.1	0
17	“The Education System is Broken”: The Influence of a Sociocultural Foundations Class on the Perspectives and Practices of Physical Education Preservice Teachers. <i>Journal of Teaching in Physical Education</i> , 2019, 38, 377-387.	1.2	11
18	“You have to find your slant, your groove”: one physical education teacher’s efforts to employ transformative pedagogy. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 359-372.	3.0	43

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19	“She was really good at letting us make decisions:” influence of purposefully negotiating the physical education curriculum on one teacher and a boys’ middle school minority class. <i>Curriculum Studies in Health and Physical Education</i> , 2019, 10, 109-125.	1.4	3
20	The occupational socialization of two experienced and expert adventure educators. <i>Journal of Outdoor and Environmental Education</i> , 2019, 22, 57-73.	1.1	3
21	Moral development and sporting behavior in sport education: A case study of a preservice teacher with a coaching orientation. <i>European Physical Education Review</i> , 2019, 25, 581-596.	2.0	9
22	Acculturation of prospective German physical education teachers. <i>European Physical Education Review</i> , 2019, 25, 125-142.	2.0	11
23	The occupational socialization of German physical education teachers. <i>Sport, Education and Society</i> , 2019, 24, 92-104.	2.1	17
24	Impact of a Physical Education Teacher’s Age on Elementary School Students’ Perceptions of Effectiveness and Learning. <i>Journal of Teaching in Physical Education</i> , 2019, 38, 279-285.	1.2	3
25	Impact of occupational socialisation on South Korean teachers’ reading and delivery of physical education. <i>Curriculum Studies in Health and Physical Education</i> , 2018, 9, 107-122.	1.4	3
26	Influence of Negotiations on Graduate Teaching Assistants’ Instruction Within University Activity Courses. <i>Journal of Teaching in Physical Education</i> , 2018, 37, 164-174.	1.2	10
27	Influence of Occupational Socialization on the Perspectives and Practices of Adapted Physical Education Teachers. <i>Adapted Physical Activity Quarterly</i> , 2018, 35, 214-232.	0.8	32
28	Occupational Socialization of Sport Pedagogy Faculty: Two German Case Studies. <i>Journal of Teaching in Physical Education</i> , 2018, 37, 154-163.	1.2	33
29	The Influence of Content Knowledge on Pedagogical Content Knowledge: An Evidence-Based Practice for Physical Education. <i>Journal of Teaching in Physical Education</i> , 2018, 37, 133-143.	1.2	58
30	Influence of Acculturation on Parents’ Readings of and Expectations for Physical Education. <i>Journal of Teaching in Physical Education</i> , 2018, 37, 35-45.	1.2	5
31	Influence of a Training Program on Preservice Teachers’ Ability to Negotiate With Students. <i>Journal of Teaching in Physical Education</i> , 2018, 37, 144-153.	1.2	9
32	The Legacy and Influence of Catherine D. Ennis’s Value Orientations Research. <i>Kinesiology Review</i> , 2018, 7, 211-217.	0.6	17
33	Influence of Occupational Socialization on the Perspectives and Practices of Internationally-Born Sport Pedagogy Faculty Members Working in American Universities. <i>Journal of Teaching in Physical Education</i> , 2018, , 1-34.	1.2	0
34	Influence of Occupational Socialization on the Perspectives and Practices of Internationally Born Sport Pedagogy Faculty Members Working in American Universities. <i>Journal of Teaching in Physical Education</i> , 2018, 37, 397-406.	1.2	14
35	Influence of a models-based physical education teacher education program on the perspectives and practices of preservice teachers. <i>Curriculum Studies in Health and Physical Education</i> , 2018, 9, 220-236.	1.4	12
36	A longitudinal analysis of students’ autobiographical memories of participation in multiple Sport Education seasons. <i>European Physical Education Review</i> , 2017, 23, 25-40.	2.0	20

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37	Influence of a training programme on a preservice teacher's ability to promote moral and sporting behaviour in sport education. <i>European Physical Education Review</i> , 2017, 23, 428-443.	2.0	10
38	Robin's Story: Life History of an Exemplary American Female Physical Education Teacher. <i>Journal of Teaching in Physical Education</i> , 2017, 36, 197-208.	1.2	5
39	School Principals' Perceptions of and Expectations for Physical Education. <i>Physical Educator: A Magazine for the Profession</i> , 2017, 74, 383-404.	0.2	11
40	Recruiting, Funding, and Hiring of Doctoral Students in Physical Education Teacher Education. <i>Quest</i> , 2016, 68, 394-405.	1.2	5
41	Influence of middle school pupils' acculturation on their readings of and expectations for physical education. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2016, 7, 191-203.	0.9	6
42	Influence of a purposefully negotiated season of sport education on one teacher and his pupils. <i>European Physical Education Review</i> , 2016, 22, 450-464.	2.0	9
43	Influence of Acculturation and Professional Socialization on Preservice Teachers' Interpretation and Implementation of the Teaching Games for Understanding Model. <i>Physical Educator: A Magazine for the Profession</i> , 2016, 73, .	0.2	20
44	Hegemonic masculinity in sport education: case studies of pre-service physical education teachers with teaching orientations. <i>Sport, Education and Society</i> , 2015, 20, 546-563.	2.1	10
45	Influence of negotiations between preservice teachers and pupils on instruction within multi-activity and sport education units. <i>Sport, Education and Society</i> , 2015, 20, 838-854.	2.1	20
46	Effects of caffeine and menthol on cognition and mood during simulated firefighting in the heat. <i>Applied Ergonomics</i> , 2014, 45, 510-514.	3.1	29
47	Legacy of a Pioneer African American Educator. <i>Research Quarterly for Exercise and Sport</i> , 2013, 84, 39-51.	1.4	7
48	Hegemonic masculinity in sport education. <i>European Physical Education Review</i> , 2013, 19, 360-380.	2.0	13
49	Impact of Occupational Socialization on the Perspectives and Practices of Sport Pedagogy Doctoral Students. <i>Journal of Teaching in Physical Education</i> , 2011, 30, 296-313.	1.2	68
50	Development of preservice teachers' value orientations during a secondary methods course and early field experience. <i>Sport, Education and Society</i> , 2010, 15, 347-365.	2.1	49
51	Impact of different types of knowledge on two preservice teachers' ability to learn and deliver the Sport Education model. <i>Physical Education and Sport Pedagogy</i> , 2010, 15, 243-256.	3.0	31
52	Influence of a physical education teacher's disability on middle school pupils' learning and perceptions of teacher competence. <i>European Physical Education Review</i> , 2009, 15, 5-19.	2.0	13
53	Student participation styles in adventure education. <i>Sport, Education and Society</i> , 2009, 14, 465-480.	2.1	6
54	Influence of occupational socialization on the practices and perspectives of two inexperienced adventure educators. <i>Journal of Adventure Education and Outdoor Learning</i> , 2009, 9, 115-134.	1.6	17

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55	Effect of a physical education teacher's disability on high school pupils' learning and perceptions of teacher competence. <i>Physical Education and Sport Pedagogy</i> , 2009, 14, 311-322.	3.0	12
56	Influence of two preservice teachers' value orientations on their interpretation and delivery of sport education. <i>Sport, Education and Society</i> , 2009, 14, 339-352.	2.1	25
57	Influence of Occupational Socialization on Two Preservice Teachers' Interpretation and Delivery of the Sport Education Model. <i>Journal of Teaching in Physical Education</i> , 2009, 28, 38-53.	1.2	92
58	Ecology and Task Structures in Adventure Education. <i>Journal of Experiential Education</i> , 2009, 31, 319-340.	1.1	4
59	Influence of occupational socialization on beginning teachers' interpretation and delivery of sport education. <i>Sport, Education and Society</i> , 2008, 13, 97-117.	2.1	210
60	Impact of a Physical Education Teacher's Disability on Elementary Pupils' Perceptions of Effectiveness and Learning. <i>Adapted Physical Activity Quarterly</i> , 2008, 25, 118-131.	0.8	19
61	Health-promoting physical activity and extra-curricular sport. <i>European Physical Education Review</i> , 2007, 13, 131-144.	2.0	13
62	The Impact of a Critically Oriented Physical Education Teacher Education Course on Preservice Classroom Teachers. <i>Journal of Teaching in Physical Education</i> , 2007, 26, 35-56.	1.2	45
63	Transitioning from elementary to secondary school: American pupils' scary stories and physical education folklore. <i>Sport, Education and Society</i> , 2007, 12, 415-430.	2.1	5
64	Learning to Teach Sport Education: Misunderstandings, Pedagogical Difficulties, and Resistance. <i>European Physical Education Review</i> , 2004, 10, 135-155.	2.0	60
65	Preservice teachers' conceptions of teaching within sport education and multi-activity units. <i>Sport, Education and Society</i> , 2004, 9, 347-377.	2.1	93
66	The Physical Education Climate Assessment Instrument. <i>Perceptual and Motor Skills</i> , 2002, 95, 652-660.	1.3	9
67	Influence of the Motivational Climate in Physical Education on Sixth Grade Pupils' Goal Orientations. <i>European Physical Education Review</i> , 2002, 8, 119-138.	2.0	26
68	The Occupational Socialization of a First-Year Physical Education Teacher with a Teaching Orientation. <i>Sport, Education and Society</i> , 2001, 6, 81-105.	2.1	156
69	Urban Teachers' Use of Productive and Reproductive Teaching Styles Within the Confines of the National Curriculum for Physical Education. <i>European Physical Education Review</i> , 2001, 7, 177-190.	2.0	55
70	Teachers' Value Orientations and Their Compatibility with the National Curriculum for Physical Education. <i>European Physical Education Review</i> , 2000, 6, 27-45.	2.0	38
71	Influence of the National Curriculum for Physical Education on Inner-City Teachers' Behaviours Associated with Pupils' Psychosocial Development. <i>Perceptual and Motor Skills</i> , 1999, 89, 127-136.	1.3	2
72	The Impact of an Early Field Experience on Preservice Physical Education Teachers' Conceptions of Teaching. <i>Journal of Teaching in Physical Education</i> , 1996, 15, 224-250.	1.2	60

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73	Teaching for Understanding: Using Games Invention with Elementary Children. <i>Journal of Physical Education, Recreation and Dance</i> , 1996, 67, 33-37.	0.3	10
74	Influence of British National Curriculum Physical Education on Teachers' Behaviours Associated with Pupils' Psychosocial Development: A Case Study in One English Town. <i>Perceptual and Motor Skills</i> , 1995, 81, 967-976.	1.3	4