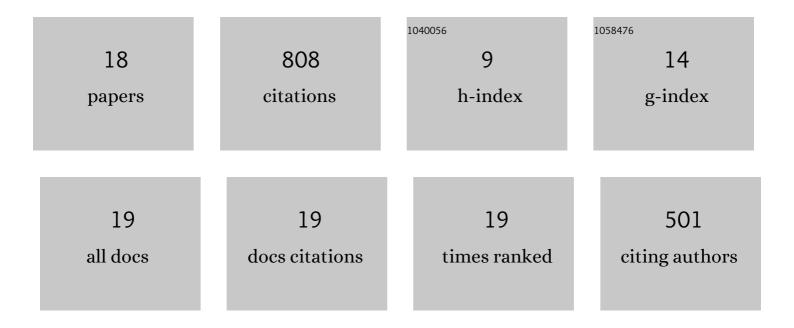
Mirna Nel

List of Publications by Year in descending order

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MIDNA NEI

| # | Article | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. European Journal of Special Needs Education, 2012, 27, 51-68. | 3.0 | 312 |
| 2 | Exploring teacher self-efficacy for inclusive practices in three diverse countries. Teaching and Teacher Education, 2013, 33, 34-44. | 3.2 | 142 |
| 3 | The idealism of education policies and the realities in schools: the implementation of inclusive education in South Africa. International Journal of Inclusive Education, 2016, 20, 520-535. | 2.6 | 87 |
| 4 | Enacting understanding of inclusion in complex contexts: classroom practices of South African teachers. South African Journal of Education, 2015, 35, 1-10. | 0.6 | 51 |
| 5 | South African teachers' views of collaboration within an inclusive education system. International Journal of Inclusive Education, 2014, 18, 903-917. | 2.6 | 49 |
| 6 | How cultural histories shape South African and Finnish teachers' attitudes towards inclusive education: a comparative analysis. European Journal of Special Needs Education, 2013, 28, 305-318. | 3.0 | 39 |
| 7 | Making meaning of inclusive education: classroom practices in Finnish and South African classrooms. Compare, 2017, 47, 684-702. | 2.1 | 35 |
| 8 | Teachers' perceptions of education support structures in the implementation of inclusive education in South Africa. Koers, 2016, 81, 17-30. | 0.1 | 35 |
| 9 | The relationship between the critical thinking skills and the academic language proficiency of prospective teachers. South African Journal of Education, 2013, 33, 1-17. | 0.6 | 27 |
| 10 | Challenges experienced by district-based support teams in the execution of their functions in a specific South African province. International Journal of Inclusive Education, 2016, 20, 168-184. | 2.6 | 10 |
| 11 | Social participation of students with special educational needs. European Journal of Special Needs Education, 2018, 33, 163-165. | 3.0 | 9 |
| 12 | Critique of a language enrichment programme for Grade 4 ESL learners with limited English proficiency: a pilot study. South African Journal of Education, 2008, 28, 203-219. | 0.6 | 5 |
| 13 | Investigating the effectiveness of institutionalâ€level support teams at fullâ€service schools in South Africa. Support for Learning, 2021, 36, 296-315. | 0.4 | 4 |
| 14 | Exploring South African Foundation Phase teachers' understanding, skills and training needs in the teaching of phonological awareness. Language Learning Journal, 2019, , 1-14. | 2.5 | 3 |
| 15 | Voices from the field. Young Exceptional Children, 2019, 22, 3-5. | 0.7 | 0 |
| 16 | High Performance Learning: Towards a Theory for Optimising Potential in Multi-cultural Education Contexts. , 2019, , 299-324. | | 0 |
| 17 | A classroom conditions model for enhancing learner attainment of quality educational outcomes in Accounting education. , 2021, , 193-220. | | 0 |
| 18 | Addressing a theory-practice gap in teacher education by using a participatory action learning and action research (PALAR) approach. South African Journal of Education, 2021, 41, 1-12. | 0.6 | 0 |