

Jan Cincera

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7518198/publications.pdf>

Version: 2024-02-01

47
papers

483
citations

759233

12
h-index

752698

20
g-index

48
all docs

48
docs citations

48
times ranked

359
citing authors

#	ARTICLE	IF	CITATIONS
1	Eco-Schools: what factors influence pupils' action competence for pro-environmental behaviour?. Journal of Cleaner Production, 2013, 61, 117-121.	9.3	92
2	Internet Addiction Disorder and Chatting in the Czech Republic. Cyberpsychology, Behavior and Social Networking, 2004, 7, 536-539.	2.2	50
3	Designing a sustainability-driven entrepreneurship curriculum as a social learning process: A case study from an international knowledge alliance project. Journal of Cleaner Production, 2018, 172, 4357-4366.	9.3	40
4	Emancipatory or instrumental? Students' and teachers' perceptions of the implementation of the EcoSchool program. Environmental Education Research, 2019, 25, 1083-1104.	2.9	24
5	Eco-School in kindergartens: the effects, interpretation, and implementation of a pilot program. Environmental Education Research, 2017, 23, 919-936.	2.9	19
6	Examining the Relationship between Environmental Attitudes and Behaviour in Education Programmes. Socialni Studia, 2015, 12, 97-111.	0.1	17
7	GLOBE in the Czech Republic: a program evaluation. Environmental Education Research, 2011, 17, 499-517.	2.9	16
8	Being an EcoTeam Member: Movers and Fighters. Applied Environmental Education and Communication, 2014, 13, 227-233.	1.1	15
9	Earthkeepers in the Czech Republic: Experience from the implementation process of an earth education programme. Envigogika, 2013, 8, .	0.4	15
10	Evaluation of a Place-Based Environmental Education Program: From There to Here. Applied Environmental Education and Communication, 2015, 14, 178-186.	1.1	14
11	Empowerment in outdoor environmental education: who shapes the programs?. Environmental Education Research, 2020, 26, 1690-1706.	2.9	14
12	Reliability of the new environmental paradigm for analysing the environmental attitudes of Senegalese pupils in the context of conservation education projects. Environmental Education Research, 2019, 25, 211-221.	2.9	13
13	Outdoor environmental education programme leaders' theories of experiential learning. Cambridge Journal of Education, 2020, 50, 729-745.	2.4	13
14	Terčinná zuka ve formělní vzdělávání. Envigogika, 2016, 11, .	0.4	13
15	Place-based education from three perspectives. Environmental Education Research, 2019, 25, 1510-1523.	2.9	12
16	Values Education in Outdoor Environmental Education Programs from the Perspective of Practitioners. Sustainability, 2020, 12, 4700.	3.2	10
17	Active Citizens: Evaluation of a Community-Based Education Program. Sustainability, 2019, 11, 663.	3.2	9
18	Managing Diversity: The Challenges of Inter-University Cooperation in Sustainability Education. Sustainability, 2019, 11, 5610.	3.2	8

#	ARTICLE	IF	CITATIONS
19	What science is about – development of the scientific understanding of secondary school students. <i>Research in Science and Technological Education</i> , 2017, 35, 183-194.	2.5	7
20	The GLOBE Program: Long-term memories of program-relevant experience. <i>Journal of Environmental Education</i> , 2018, 49, 400-410.	1.8	7
21	Development of the ecological concepts of energy flow and materials cycling in middle school students participating in earth education programs. <i>Studies in Educational Evaluation</i> , 2019, 63, 94-101.	2.3	7
22	Frames in Outdoor Environmental Education Programs: What We Communicate and Why We Think It Matters. <i>Sustainability</i> , 2020, 12, 4451.	3.2	6
23	Managing cognitive dissonance: experience from an environmental education teachers' training course in the Czech Republic. <i>Journal of Teacher Education for Sustainability</i> , 2013, 15, 42-51.	2.3	6
24	Centra environmentálneho vzdávání z pohledu učitelů. <i>Envigogika</i> , 2016, 11, .	0.4	5
25	Do Environmental Education School Coordinators Have a Mission?. <i>Discourse and Communication for Sustainable Education</i> , 2016, 7, 23-36.	1.1	4
26	It is not a big man. Evaluation of the issue investigation program. <i>Applied Environmental Education and Communication</i> , 2017, 16, 84-92.	1.1	4
27	One world in schools: an evaluation of the human rights education programme in the Republic of Georgia. <i>Cambridge Journal of Education</i> , 0, , 1-18.	2.4	4
28	Becoming a Global Citizen through Participation in the Global Storylines Program. <i>Sustainability</i> , 2019, 11, 4162.	3.2	4
29	The GLOBE program: what factors influence students' and teachers' satisfaction with science education. <i>Research in Science and Technological Education</i> , 2021, 39, 245-261.	2.5	4
30	We love them anyway: outdoor environmental education programs from the accompanying teachers' perspective. <i>Journal of Outdoor and Environmental Education</i> , 2021, 24, 243-257.	1.1	4
31	Evaluation of the attention capture and holding power of interpretive signs among visitors to a self-guided trail in the High Tatras National Park (Slovakia). <i>Envigogika</i> , 2017, 12, .	0.4	4
32	Relationships between outdoor environmental education program characteristics and children's environmental values and behaviors. <i>Journal of Adventure Education and Outdoor Learning</i> , 2023, 23, 184-201.	1.6	4
33	Hodnoty v opravdovém světě. <i>Envigogika</i> , 2015, 10, .	0.4	3
34	Real World Learning: a critical analysis. <i>Envigogika</i> , 2015, 10, .	0.4	3
35	Environmental Citizenship in Primary Formal Education. <i>Environmental Discourses in Science Education</i> , 2020, , 163-177.	1.1	2
36	Earthkeepers: The Relationship between Instructional Strategies on the Program Outcomes. <i>Envigogika</i> , 2022, 17, .	0.4	2

#	ARTICLE	IF	CITATIONS
37	Experiential Learning in Education for Sustainable Development: Experiences from a Czech-Kazakh Social Learning Programme. <i>Journal of Education for Sustainable Development</i> , 2013, 7, 23-37.	1.0	1
38	Evaluace program Ekoškola. <i>Envigogika</i> , 2008, 3, .	0.4	1
39	“Organic food is fertilised at night”: Why people (do not) buy environmentally friendly products. <i>Envigogika</i> , 2014, 9, .	0.4	1
40	Využití kresby jako prostředku evaluace programu na rozvíjení environmentální senzitivity mladých dětí. <i>Envigogika</i> , 2010, 5, .	0.4	1
41	Evaluation of an educational exhibition on global issues and consumer responsibility: From involvement to hopelessness. <i>Envigogika</i> , 2013, 8, .	0.4	1
42	Učeni v reálném světě: zkušenosti s testováním modelu pro environmentální výchovu v praxi. <i>Pedagogická Orientace</i> , 2022, 31, .	0.1	1
43	“Dva jsou více než jeden”: Evaluace programu organizace “Emelík – Společnost přátel přírody”. <i>Envigogika</i> , 2015, 10, .	0.4	0
44	Využití modelu RWL pro evaluaci pobytového programu. <i>Envigogika</i> , 2015, 10, .	0.4	0
45	Evaluace orientovaní na učivatele: zkušenost s pobytovým programem “Elovák a prostředá”. <i>Orbis Scholae</i> , 2013, 6, 119-134.	0.6	0
46	Hodnocení kvality terénních programů digitální interpretace přírodního dědictví. <i>Envigogika</i> , 2018, 13, 0.4	0.4	0
47	Roots and Shoots: Building Bridges between Schools and Their Communities. <i>Sustainability</i> , 2021, 13, 12543.	3.2	0