

Collin A Webster

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

80
papers

1,388
citations

23
h-index

32
g-index

82
ext. papers

1,635
ext. citations

2.3
avg, IF

4.92
L-index

#	Paper	IF	Citations
80	Physical Education in the COVID Era: Considerations for Online Program Delivery Using the Comprehensive School Physical Activity Program Framework. <i>Journal of Teaching in Physical Education</i> , 2021 , 40, 327-336	2.2	19
79	Parents' Perceptions and Engagement Regarding School-Based Physical Activity Promotion. <i>American Journal of Health Promotion</i> , 2021 , 35, 1125-1128	2.5	1
78	Implementation and Effectiveness of a CSPAP-Informed, Online Secondary Methods Course With Virtual Field Experiences During the COVID-19 Pandemic. <i>Journal of Teaching in Physical Education</i> , 2021 , 40, 508-515	2.2	4
77	Principals' Involvement in comprehensive school physical activity programmes: A social-ecological perspective. <i>European Physical Education Review</i> , 2021 , 27, 574-594	2.8	4
76	Physical distancing \square physical inactivity. <i>Translational Behavioral Medicine</i> , 2021 , 11, 941-944	3.2	6
75	Virtual Physical Education During COVID-19: Exploring Future Directions for Equitable Online Learning Tools. <i>Frontiers in Sports and Active Living</i> , 2021 , 3, 716566	2.3	8
74	Understanding Elementary Classroom Teachers' Use of Movement Integration Resources.. <i>Frontiers in Education</i> , 2020 , 5,	2.1	5
73	Exploring the Role of Physical Education Teachers' Domain-Specific Innovativeness, Educational Background, and Perceived School Support in CSPAP Adoption. <i>Journal of Teaching in Physical Education</i> , 2020 , 39, 36-47	2.2	5
72	Measuring and Comparing Physical Education Teachers' Perceived Attributes of CSPAPs: An Innovation Adoption Perspective. <i>Journal of Teaching in Physical Education</i> , 2020 , 39, 78-90	2.2	7
71	Stakeholders' Perceptions of Implementation of a Comprehensive School Physical Activity Program: A Review. <i>Kinesiology Review</i> , 2020 , 9, 159-169	2	1
70	The Comprehensive School Physical Activity Program Model: A Proposed Illustrative Supplement to Help Move the Needle on Youth Physical Activity. <i>Kinesiology Review</i> , 2020 , 9, 112-121	2	15
69	A Systematic Review and Qualitative Synthesis Resulting in a Typology of Elementary Classroom Movement Integration Interventions. <i>Sports Medicine - Open</i> , 2020 , 6, 1	6.1	38
68	Elementary Classroom Teachers' Self-Reported Use of Movement Integration Products and Perceived Facilitators and Barriers Related to Product Use. <i>Children</i> , 2020 , 7,	2.8	6
67	Recommendations for Administrators' Involvement in School-Based Health Promotion: A Scoping Review. <i>International Journal of Environmental Research and Public Health</i> , 2020 , 17,	4.6	12
66	Relationships Between Systematically Observed Movement Integration and Classroom Management in Elementary Schools. <i>Journal of Positive Behavior Interventions</i> , 2020 , 109830072094703	1.3	1
65	Systematically Observed Movement Integration in a Low Socioeconomic School District: A Cross-Sectional, Observational Study. <i>American Journal of Health Promotion</i> , 2019 , 33, 749-755	2.5	2
64	Facilitators and Barriers to Movement Integration in Elementary Classrooms: A Systematic Review. <i>Research Quarterly for Exercise and Sport</i> , 2019 , 90, 151-162	1.9	34

63	Operationally Conceptualizing Physical Literacy: Results of a Delphi Study. <i>Journal of Teaching in Physical Education</i> , 2019 , 38, 91-104	2.2	11
62	Infusing Physical Activity Leadership Training in PETE Programs Through University-School Partnerships: Principals' and Graduate Students' Experiences. <i>Physical Educator: A Magazine for the Profession</i> , 2019 , 76, 238-257	1.3	6
61	Learning to Integrate Movement in Elementary Classrooms: Field Experiences of Preservice Classroom Teachers. <i>Physical Educator: A Magazine for the Profession</i> , 2019 , 76, 726-755	1.3	3
60	Evaluation of a classroom movement integration training delivered in a low socioeconomic school district. <i>Evaluation and Program Planning</i> , 2019 , 73, 187-194	1.7	5
59	An Online Course to Prepare Preservice Teachers to Promote Movement Integration. <i>American Journal of Distance Education</i> , 2019 , 33, 59-70	3.4	6
58	Case study of a health optimizing physical education-based comprehensive school physical activity program. <i>Evaluation and Program Planning</i> , 2019 , 72, 106-117	1.7	13
57	Two-year process evaluation of a pilot program to increase elementary children's physical activity during school. <i>Evaluation and Program Planning</i> , 2018 , 67, 200-206	1.7	13
56	Using Theory to Support Classroom Teachers as Physical Activity Promoters. <i>Journal of Physical Education, Recreation and Dance</i> , 2018 , 89, 23-29	0.7	13
55	Viability of university service learning to support movement integration in elementary classrooms: Perspectives of teachers, university students, and course instructors. <i>Teaching and Teacher Education</i> , 2018 , 72, 122-132	2.9	12
54	Partnerships for Active Children in Elementary Schools: Outcomes of a 2-Year Pilot Study to Increase Physical Activity During the School Day. <i>American Journal of Health Promotion</i> , 2018 , 32, 621-630 ^{2,5}	2.5	24
53	Initial Outcomes of a Participatory-Based, Competency-Building Approach to Increasing Physical Education Teachers' Physical Activity Promotion and Students' Physical Activity: A Pilot Study. <i>Health Education and Behavior</i> , 2018 , 45, 359-370	4.2	11
52	An Intervention to Increase Students' Physical Activity: A 2-Year Pilot Study. <i>American Journal of Preventive Medicine</i> , 2018 , 55, e1-e10	6.1	7
51	Partnerships for Active Children in Elementary Schools (PACES): First year process evaluation. <i>Evaluation and Program Planning</i> , 2018 , 67, 61-69	1.7	17
50	CSPAP Professional Preparation and Research Initiatives at the University of South Carolina. <i>Journal of Physical Education, Recreation and Dance</i> , 2017 , 88, 25-36	0.7	2
49	Classroom teachers' experiences implementing a movement integration program: Barriers, facilitators, and continuance. <i>Teaching and Teacher Education</i> , 2017 , 66, 88-95	2.9	37
48	Evaluation of a statewide dissemination and implementation of physical activity intervention in afterschool programs: a nonrandomized trial. <i>Translational Behavioral Medicine</i> , 2017 , 7, 690-701	3.2	8
47	Development of the System for Observing Student Movement in Academic Routines and Transitions (SOSMART). <i>Health Education and Behavior</i> , 2017 , 44, 304-315	4.2	34
46	Preservice Physical Education Teachers' Service Learning Experiences Related to Comprehensive School Physical Activity Programming. <i>Journal of Teaching in Physical Education</i> , 2017 , 36, 430-444	2.2	16

45	Movement integration in elementary classrooms: Teacher perceptions and implications for program planning. <i>Evaluation and Program Planning</i> , 2017 , 61, 134-143	1.7	50
44	The Application of an Implementation Science Framework to Comprehensive School Physical Activity Programs: Be a Champion!. <i>Frontiers in Public Health</i> , 2017 , 5, 354	6	12
43	Partnerships for active elementary schools: Physical education outcomes after 4 months of a 2-year pilot study. <i>Health Education Journal</i> , 2017 , 76, 763-774	1.5	2
42	Identifying Strategies Programs Adopt to Meet Healthy Eating and Physical Activity Standards in Afterschool Programs. <i>Health Education and Behavior</i> , 2017 , 44, 536-547	4.2	5
41	The theory of expanded, extended, and enhanced opportunities for youth physical activity promotion. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2016 , 13, 120	8.4	103
40	Standards-Based Assessment, Grading, and Professional Development of California Middle School Physical Education Teachers. <i>Journal of Teaching in Physical Education</i> , 2016 , 35, 277-283	2.2	13
39	Accelerometry-Derived Physical Activity of First Through Third Grade Children During the Segmented School Day. <i>Journal of School Health</i> , 2016 , 86, 726-33	2.1	30
38	Effects of a TAKE 10! Classroom-Based Physical Activity Intervention on Third- to Fifth-Grade Children's On-task Behavior. <i>Journal of Physical Activity and Health</i> , 2016 , 13, 712-8	2.5	46
37	Are We There Yet? Compliance with Physical Activity Standards in YMCA Afterschool Programs. <i>Childhood Obesity</i> , 2016 , 12, 237-46	2.5	10
36	Strategies to Increase After-School Program Staff Skills to Promote Healthy Eating and Physical Activity. <i>Health Promotion Practice</i> , 2016 , 17, 88-97	1.8	8
35	The Nature and Incorporation of CSPAP Learning Experiences in Physical Education Teacher Education: Accounts of Faculty From Highly Effective Programs. <i>Physical Educator: A Magazine for the Profession</i> , 2016 , 73, 578-599	1.3	3
34	Modifying the System for Observing Fitness Instruction Time to Measure Teacher Practices Related to Physical Activity Promotion: SOFIT+. <i>Measurement in Physical Education and Exercise Science</i> , 2016 , 20, 121-130	1.9	10
33	Compliance With the Healthy Eating Standards in YMCA After-School Programs. <i>Journal of Nutrition Education and Behavior</i> , 2016 , 48, 555-562.e1	2	6
32	A systematic review of public health-aligned recommendations for preparing physical education teacher candidates. <i>Research Quarterly for Exercise and Sport</i> , 2015 , 86, 30-9	1.9	27
31	Systematic Review and Meta-Analysis of Multi-Component Interventions Through Schools to Increase Physical Activity. <i>Journal of Physical Activity and Health</i> , 2015 , 12, 1436-46	2.5	70
30	An Exploratory Study of Elementary Classroom Teachers' Physical Activity Promotion From a Social Learning Perspective. <i>Journal of Teaching in Physical Education</i> , 2015 , 34, 474-495	2.2	27
29	Process evaluation of an intervention to increase child activity levels in afterschool programs. <i>Evaluation and Program Planning</i> , 2014 , 45, 164-70	1.7	8
28	System for Observing Staff Promotion of Activity and Nutrition (SOSPAN). <i>Journal of Physical Activity and Health</i> , 2014 , 11, 173-85	2.5	36

27	A comprehensive professional development training's effect on afterschool program staff behaviors to promote healthy eating and physical activity. <i>Journal of Public Health Management and Practice</i> , 2014 , 20, E6-E14	1.9	20
26	Effects of a competency-based professional development training on children's physical activity and staff physical activity promotion in summer day camps. <i>New Directions for Youth Development</i> , 2014 , 2014, 57-78		6
25	From policy to practice: strategies to meet physical activity standards in YMCA afterschool programs. <i>American Journal of Preventive Medicine</i> , 2014 , 46, 281-8	6.1	39
24	From policy to practice: addressing snack quality, consumption, and price in after-school programs. <i>Journal of Nutrition Education and Behavior</i> , 2014 , 46, 384-9	2	17
23	Translating policies into practice: a framework to prevent childhood obesity in afterschool programs. <i>Health Promotion Practice</i> , 2013 , 14, 228-37	1.8	41
22	Impact of policy environment characteristics on physical activity and sedentary behaviors of children attending afterschool programs. <i>Health Education and Behavior</i> , 2013 , 40, 296-304	4.2	24
21	LET US Play: Maximizing Physical Activity in Physical Education. <i>Strategies</i> , 2013 , 26, 33-37	0.2	29
20	Ill Squeeze It In—Transforming Preservice Classroom Teachers' Perceptions Toward Movement Integration in Schools. <i>Action in Teacher Education</i> , 2013 , 35, 286-300	0.8	28
19	How physically active are children attending summer day camps?. <i>Journal of Physical Activity and Health</i> , 2013 , 10, 850-5	2.5	16
18	Affective Learning Profiles in Compulsory High School Physical Education: An Instructional Communication Perspective. <i>Journal of Teaching in Physical Education</i> , 2013 , 32, 78-99	2.2	5
17	MPOWER: An Observation System for Assessing Coach Autonomy Support in High School Varsity Boys' Soccer Practices. <i>International Journal of Sports Science and Coaching</i> , 2013 , 8, 741-754	1.8	17
16	A conceptual model for training after-school program staffers to promote physical activity and nutrition. <i>Journal of School Health</i> , 2012 , 82, 186-95	2.1	29
15	Supporting Student Autonomy in Physical Education. <i>Journal of Physical Education, Recreation and Dance</i> , 2011 , 82, 46-49	0.7	14
14	The Influence of State Motivation, Content Relevance and Affective Learning on High School Students' Intentions to Use Class Content Following Completion of Compulsory Physical Education. <i>Journal of Teaching in Physical Education</i> , 2011 , 30, 231-247	2.2	18
13	Relationships Between Personal Biography and Changes in Preservice Classroom Teachers' Physical Activity Promotion Competence and Attitudes. <i>Journal of Teaching in Physical Education</i> , 2011 , 30, 320-339	3.3	26
12	Nutritional policies and standards for snacks served in after-school programmes: a review. <i>Public Health Nutrition</i> , 2011 , 14, 1882-90	3.3	37
11	Increasing Student Motivation Through Teacher Communication. <i>Journal of Physical Education, Recreation and Dance</i> , 2010 , 81, 29-39	0.7	12
10	Relating student recall to expert and novice teachers' instructional communication: an investigation using receiver selectivity theory. <i>Physical Education and Sport Pedagogy</i> , 2010 , 15, 419-433	3.8	9

9	Evaluation of policies to promote physical activity in afterschool programs: are we meeting current benchmarks?. <i>Preventive Medicine</i> , 2010 , 51, 299-301	4.3	48
8	The Role of Biographical Characteristics in Preservice Classroom Teachers' School Physical Activity Promotion Attitudes. <i>Journal of Teaching in Physical Education</i> , 2010 , 29, 358-377	2.2	28
7	The finishing touch: anatomy of expert lesson closures. <i>Physical Education and Sport Pedagogy</i> , 2009 , 14, 73-87	3.8	4
6	Expert Teachers' Instructional Communication in Golf. <i>International Journal of Sport Communication</i> , 2009 , 2, 205-222	0.6	5
5	Self-Monitoring. <i>Journal of Physical Education, Recreation and Dance</i> , 2008 , 79, 23-29	0.7	3
4	How the best get better: an analysis of the self-monitoring strategies used by expert golf instructors. <i>Sport, Education and Society</i> , 2007 , 12, 175-192	2.6	19
3	The Self-Monitoring of Expert Sport Instructors. <i>International Journal of Sports Science and Coaching</i> , 2006 , 1, 25-35	1.8	20
2	Social-ecological and biographical perspectives of principals' involvement in comprehensive school physical activity programs: a person-centered analysis. <i>Physical Education and Sport Pedagogy</i> , 1-16	3.8	1
1	The Comprehensive School Physical Activity Program: An Invited Review. <i>American Journal of Lifestyle Medicine</i> , 155982762210935	1.9	0