

# Montserrat CastellÃ³

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8022728/publications.pdf>

Version: 2024-02-01

60  
papers

784  
citations

623188

14  
h-index

676716

22  
g-index

62  
all docs

62  
docs citations

62  
times ranked

463  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher identity as inquirer: voices of teacher educators. <i>European Journal of Teacher Education</i> , 2024, 47, 140-158.	2.2	4
2	In pursuit of sustainable co-authorship practices in doctoral supervision: Addressing the challenges of writing, authorial identity and integrity. <i>Innovations in Education and Teaching International</i> , 2022, 59, 82-92.	1.5	9
3	Tourism for all. Educating to foster accessible accommodation. <i>Journal of Hospitality, Leisure, Sport and Tourism Education</i> , 2022, 30, 100370.	1.9	6
4	Refining virtual cross-national research collaboration: drivers, affordances and constraints. <i>Journal of Work-Applied Management</i> , 2022, 14, 302-315.	2.1	2
5	I research, you research: do future teachers consider themselves researchers? ( <i>Yo investigo, tÃ©</i> ) Tj ETQq1 1 0.784314 rgBT /Overlo 586-622.	0.5	3
6	What perspectives underlie â€researcher identityâ€™? A review of two decades of empirical studies. <i>Higher Education</i> , 2021, 81, 567-590.	2.8	28
7	Writing processes as situated regulation processes: A context-based approach to doctoral writing. <i>Journal of Writing Research</i> , 2021, 13, 1-30.	0.6	1
8	Post-PhD Researchersâ€™ Trajectories and Networking: The Mediating Role of Writing Conceptions. <i>Written Communication</i> , 2021, 38, 479-511.	0.7	1
9	What sustains doctoral studentsâ€™ interest? Comparison of Finnish, UK and Spanish doctoral studentsâ€™ perceptions. <i>Compare</i> , 2020, 50, 726-741.	1.5	12
10	Significant events and the role of emotion along doctoral researcher personal trajectories. <i>Educational Research</i> , 2020, 62, 304-323.	0.9	8
11	What influences PhD graduate trajectories during the degree: a research-based policy agenda. <i>Higher Education</i> , 2020, 80, 1011-1043.	2.8	21
12	Enhancing the hospitality customer experience of families with children on the autism spectrum disorder. <i>International Journal of Tourism Research</i> , 2019, 21, 606-614.	2.1	13
13	Positive and negative experiences related to doctoral study conditions. <i>Higher Education Research and Development</i> , 2019, 38, 922-939.	1.9	26
14	How do doctoral students experience supervision?. <i>Studies in Continuing Education</i> , 2019, 41, 293-307.	1.2	24
15	Supervisors were first students: Analysing supervisorsâ€™ perceptions as doctoral students versus doctoral supervisors. <i>Innovations in Education and Teaching International</i> , 2019, 56, 711-725.	1.5	5
16	Building a more robust conception of early career researcher experience: what might we be overlooking?. <i>Studies in Continuing Education</i> , 2018, 40, 149-165.	1.2	16
17	European Cross-National Mixed-Method Study on Early Career Researcher Experience. , 2018, , 143-174.		6
18	Writing regulation processes in higher education: a review of two decades of empirical research. <i>Reading and Writing</i> , 2018, 31, 757-777.	1.0	12

#	ARTICLE	IF	CITATIONS
19	Writing in doctoral programs: examining supervisors' perspectives. Higher Education, 2018, 76, 387-401.	2.8	23
20	Why do students consider dropping out of doctoral degrees? Institutional and personal factors. Higher Education, 2017, 74, 1053-1068.	2.8	107
21	Spanish and UK post-PhD researchers: writing perceptions, well-being and productivity. Higher Education Research and Development, 2017, 36, 1108-1122.	1.9	35
22	Faculty identity through spheres of teaching and research activity and associated genres. Higher Education Research and Development, 2017, 36, 962-974.	1.9	2
23	Fostering the professional development of junior authors and reviewers in scientific journals / Contribuyendo al desarrollo profesional de autores y revisores noveles en revistas científicas. Infancia Y Aprendizaje, 2017, 40, 383-406.	0.5	2
24	Being a researcher is not only a matter of publishing: learning to review scientific articles / No solo de publicar viven los investigadores: aprender a revisar artículos científicos. Infancia Y Aprendizaje, 2017, 40, 599-656.	0.5	9
25	How does social support contribute to engaging post-PhD experience?. European Journal of Higher Education, 2017, 7, 373-387.	1.6	20
26	Exploring the relationship between doctoral students' experiences and research community positioning. Studies in Continuing Education, 2017, 39, 16-34.	1.2	35
27	Enseñar a escribir un artículo de investigación mediante la revisión colaborativa: Percepciones de los estudiantes. Revista Signos, 2017, 50, 337-360.	0.1	9
28	Validation of the Writing Process Questionnaire in two Hispanic populations: Spain and Mexico. Journal of Writing Research, 2017, 9, 151-171.	0.6	10
29	Towards Self-regulated Academic Writing: an exploratory study with graduate students in a situated learning environment. Electronic Journal of Research in Educational Psychology, 2017, 7, .	0.2	13
30	Enfoques en la investigación de la regulación de escritura académica: Estado de la cuestión. Electronic Journal of Research in Educational Psychology, 2017, 8, 1253-1282.	0.2	15
31	Academic Writing Practices in Spanish Universities. Electronic Journal of Research in Educational Psychology, 2017, 10, .	0.2	15
32	The "why" and "what for" of research in Social Sciences: early career researchers' conceptions. Electronic Journal of Research in Educational Psychology, 2017, 15, 598-623.	0.2	1
33	Faculty feelings as writers: relationship with writing genres, perceived competences, and values associated to writing. Higher Education, 2016, 71, 719-734.	2.8	4
34	Teaching writing for learning at university: a proposal based on collaborative review / Enseñar a escribir para aprender en la universidad: una propuesta basada en la revisión colaborativa. Infancia Y Aprendizaje, 2016, 39, 560-591.	0.5	5
35	Development of argumentative discourse based on learning demand / Evolución del discurso argumentativo en función de la demanda de aprendizaje. Infancia Y Aprendizaje, 2016, 39, 84-118.	0.5	3
36	Exploring conceptions about writing and learning: undergraduates' patterns of beliefs and the quality of academic writing. Electronic Journal of Research in Educational Psychology, 2016, 14, 107-130.	0.2	4

#	ARTICLE	IF	CITATIONS
37	Writing at university: are we on the same page? / Escribir en la universidad: ¿nos entendemos?. <i>Cultura Y Educación</i> , 2015, 27, 534-568.	0.2	11
38	Call for papers / Convocatoria de presentación de manuscritos. <i>Infancia Y Aprendizaje</i> , 2015, 38, 681-688.	0.5	2
39	Faculty and student representations of academic writing at Spanish universities / Las representaciones de profesores y estudiantes sobre la escritura académica en las universidades españolas. <i>Cultura Y Educación</i> , 2015, 27, 477-503.	0.2	18
40	Research on academic writing in the teaching-learning processes in the Spanish university context / La investigación sobre escritura académica en los procesos de enseñanza-aprendizaje en la universidad española. <i>Cultura Y Educación</i> , 2015, 27, 465-476.	0.2	6
41	Learning philosophical thinking through collaborative writing in secondary education. <i>Journal of Writing Research</i> , 2015, 7, 157-200.	0.6	7
42	Los retos actuales de la alfabetización académica: estado de la cuestión y últimas investigaciones. <i>Enunciación</i> , 2014, 19, 346.	0.1	16
43	The identity of the nursing academic: between education and research. <i>Texto E Contexto Enfermagem</i> , 2014, 23, 241-249.	0.4	10
44	Cambios en el equipo editorial. Más cultura y educación. <i>Cultura Y Educación</i> , 2013, 25, 419-420.	0.2	0
45	Prediction of Success in Teamwork of Secondary Students // Predicción del éxito en el trabajo en equipo de estudiantes de Secundaria. <i>Revista De Psicodidactica</i> , 2013, 18, 235-255.	0.4	21
46	Tutoring the end-of-studies dissertation: helping psychology students find their academic voice when revising academic texts. <i>Higher Education</i> , 2012, 63, 97-115.	2.8	16
47	Chapter 24. Towards an Integrative Unit of Analysis: Regulation Episodes in Expert Research Article Writing. , 2012, , 421-448.		3
48	La voz del autor en la escritura académica: Una propuesta para su análisis. <i>Revista Signos</i> , 2011, 44, 1-2.	0.1	20
49	Leer múltiples documentos para escribir textos académicos en la universidad: o cómo aprender a leer y escribir en el lenguaje de las disciplinas. <i>Pro-Posiciones</i> , 2011, 22, 97-114.	0.3	4
50	Introducción: aprender y enseñar en redes de comunicación asincrónica escrita. <i>Cultura Y Educación</i> , 2010, 22, 389-394.	0.2	0
51	Sísifo y el conocimiento práctico. <i>Infancia Y Aprendizaje</i> , 2010, 33, 143-149.	0.5	6
52	Convocatoria Abierta Para la Presentación de Originales. <i>Cultura Y Educación</i> , 2009, 21, 109-115.	0.2	1
53	Las bases psicoeducativas del proyecto PISA como guía para el cambio en las concepciones y prácticas del profesorado de secundaria. <i>Infancia Y Aprendizaje</i> , 2009, 32, 421-447.	0.5	11
54	Students' Note-Taking as a Knowledge-Construction Tool. <i>L1 Educational Studies in Language and Literature</i> , 2005, 5, 265-285.	0.3	35

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55	Aproximación a la enseñanza de la toma de apuntes en la Educación Secundaria Obligatoria: un estudio descriptivo. <i>Infancia Y Aprendizaje</i> , 2002, 25, 169-181.	0.5	8
56	De la investigación sobre el proceso de composición a la enseñanza de la escritura. <i>Revista Signos</i> , 2002, 35, .	0.1	18
57	El conocimiento estratégico en la toma de apuntes: un estudio en la educación superior. <i>Infancia Y Aprendizaje</i> , 1999, 22, 25-42.	0.5	15
58	Un estudio empírico sobre la enseñanza y el aprendizaje de estrategias para la composición escrita de textos argumentativos. <i>Infancia Y Aprendizaje</i> , 1996, 19, 39-55.	0.5	15
59	The Outcome of Wilms's™ Tumor in Infants, Italy 1970-79. <i>Tumori</i> , 1982, 68, 133-136.	0.6	0
60	Doctoral Candidates's™ Research Writing Perceptions: A Cross-National Study. <i>International Journal of Doctoral Studies</i> , 0, 13, 327-345.	1.0	7