

# Montserrat Castell

## List of Publications by Citations

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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.

57  
papers

439  
citations

11  
h-index

17  
g-index

62  
ext. papers

556  
ext. citations

1.4  
avg, IF

4.32  
L-index

#	Paper	IF	Citations
57	Why do students consider dropping out of doctoral degrees? Institutional and personal factors. <i>Higher Education</i> , <b>2017</b> , 74, 1053-1068	3	61
56	Spanish and UK post-PhD researchers: writing perceptions, well-being and productivity. <i>Higher Education Research and Development</i> , <b>2017</b> , 36, 1108-1122	1.9	24
55	Students' Note-Taking as a Knowledge-Construction Tool. <i>L1 Educational Studies in Language and Literature</i> , <b>2005</b> , 5, 265-285	0.8	24
54	Exploring the relationship between doctoral students' experiences and research community positioning. <i>Studies in Continuing Education</i> , <b>2017</b> , 39, 16-34	1.7	23
53	Positive and negative experiences related to doctoral study conditions. <i>Higher Education Research and Development</i> , <b>2019</b> , 38, 922-939	1.9	18
52	University Writing: Selves and Texts in Academic Societies <b>2011</b> ,		14
51	Prediction of Success in Teamwork of Secondary Students // Predicci3n del 3xito en el trabajo en equipo de estudiantes de Secundaria. <i>Revista De Psicodidactica</i> , <b>2013</b> , 18, 235-255	1.8	14
50	What perspectives underlie 'researcher identity'? A review of two decades of empirical studies. <i>Higher Education</i> , <b>2021</b> , 81, 567-590	3	13
49	Faculty and student representations of academic writing at Spanish universities / Las representaciones de profesores y estudiantes sobre la escritura acad3mica en las universidades espa3olas. <i>Cultura Y Educaci3n</i> , <b>2015</b> , 27, 477-503	1.2	12
48	How do doctoral students experience supervision?. <i>Studies in Continuing Education</i> , <b>2019</b> , 41, 293-307	1.7	12
47	Writing in doctoral programs: examining supervisors' perspectives. <i>Higher Education</i> , <b>2018</b> , 76, 387-401	3	12
46	Building a more robust conception of early career researcher experience: what might we be overlooking?. <i>Studies in Continuing Education</i> , <b>2018</b> , 40, 149-165	1.7	11
45	How does social support contribute to engaging post-PhD experience?. <i>European Journal of Higher Education</i> , <b>2017</b> , 7, 373-387	1.8	11
44	Tutoring the end-of-studies dissertation: helping psychology students find their academic voice when revising academic texts. <i>Higher Education</i> , <b>2012</b> , 63, 97-115	3	9
43	La voz del autor en la escritura acad3mica: Una propuesta para su an3lisis. <i>Revista Signos</i> , <b>2011</b> , 44, 1-2	0.6	9
42	Un estudio emp3rico sobre la ense3anza y el aprendizaje de estrategias para la composici3n escrita de textos argumentativos. <i>Infancia Y Aprendizaje</i> , <b>1996</b> , 19, 39-55	0.7	9
41	The identity of the nursing academic: between education and research. <i>Texto E Contexto Enfermagem</i> , <b>2014</b> , 23, 241-249	1.1	9

40	What sustains doctoral students' interest? Comparison of Finnish, UK and Spanish doctoral students' perceptions. <i>Compare</i> , <b>2020</b> , 50, 726-741	1.1	9
39	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> , <b>2009</b> , 32, 421-447	0.7	8
38	Academic Writing Practices in Spanish Universities. <i>Electronic Journal of Research in Educational Psychology</i> , <b>2017</b> , 10,	1.4	8
37	Writing at university: are we on the same page? / Escribir en la universidad: ¿nos entendemos?. <i>Cultura Y Educación</i> , <b>2015</b> , 27, 534-568	1.2	7
36	Aproximación a la enseñanza de la toma de apuntes en la Educación Secundaria Obligatoria: un estudio descriptivo. <i>Infancia Y Aprendizaje</i> , <b>2002</b> , 25, 169-181	0.7	7
35	El conocimiento estratégico en la toma de apuntes: un estudio en la educación superior. <i>Infancia Y Aprendizaje</i> , <b>1999</b> , 22, 25-42	0.7	7
34	De la investigación sobre el proceso de composición a la enseñanza de la escritura. <i>Revista Signos</i> , <b>2002</b> , 35,	0.6	7
33	What influences PhD graduate trajectories during the degree: a research-based policy agenda. <i>Higher Education</i> , <b>2020</b> , 80, 1011-1043	3	7
32	Validation of the Writing Process Questionnaire in two Hispanic populations: Spain and Mexico. <i>Journal of Writing Research</i> , <b>2017</b> , 9, 151-171	2.1	6
31	European Cross-National Mixed-Method Study on Early Career Researcher Experience <b>2018</b> , 143-174		6
30	Learning philosophical thinking through collaborative writing in secondary education. <i>Journal of Writing Research</i> , <b>2015</b> , 7, 157-200	2.1	6
29	Doctoral Candidates' Research Writing Perceptions: A Cross-National Study. <i>International Journal of Doctoral Studies</i> , <b>2013</b> , 13, 327-345	0	6
28	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> , <b>2015</b> , 27, 465-476	1.2	5
27	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. <i>Infancia Y Aprendizaje</i> , <b>2017</b> , 40, 599-656	0.7	5
26	Símbolo y el conocimiento práctico. <i>Infancia Y Aprendizaje</i> , <b>2010</b> , 33, 143-149	0.7	5
25	Los retos actuales de la alfabetización académica: estado de la cuestión y últimas investigaciones. <i>Enunciación</i> , <b>2014</b> , 19, 346	3	5
24	Enfoques en la investigación de la regulación de escritura académica: Estado de la cuestión. <i>Electronic Journal of Research in Educational Psychology</i> , <b>2017</b> , 8,	1.4	5
23	Significant events and the role of emotion along doctoral researcher personal trajectories. <i>Educational Research</i> , <b>2020</b> , 62, 304-323	1.9	5

22	Enhancing the hospitality customer experience of families with children on the autism spectrum disorder. <i>International Journal of Tourism Research</i> , <b>2019</b> , 21, 606-614	3.7	4
21	Enseñar a escribir un artículo de investigación mediante la revisión colaborativa: Percepciones de los estudiantes. <i>Revista Signos</i> , <b>2017</b> , 50, 337-360	0.6	4
20	Writing regulation processes in higher education: a review of two decades of empirical research. <i>Reading and Writing</i> , <b>2018</b> , 31, 757-777	2.1	4
19	Chapter 24. Towards an Integrative Unit of Analysis: Regulation Episodes in Expert Research Article Writing <b>2012</b> , 421-448		3
18	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> , <b>2020</b> , 1-11	1.3	3
17	Faculty feelings as writers: relationship with writing genres, perceived competences, and values associated to writing. <i>Higher Education</i> , <b>2016</b> , 71, 719-734	3	3
16	Fostering the professional development of junior authors and reviewers in scientific journals / Contribuyendo al desarrollo profesional de autores y revisores noveles en revistas científicas. <i>Infancia Y Aprendizaje</i> , <b>2017</b> , 40, 383-406	0.7	2
15	Call for papers / Convocatoria de presentación de manuscritos. <i>Infancia Y Aprendizaje</i> , <b>2015</b> , 38, 681-688	0.7	2
14	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-Positas</i> , <b>2011</b> , 22, 97-114	0	2
13	Towards Self-regulated Academic Writing: an exploratory study with graduate students in a situated learning environment. <i>Electronic Journal of Research in Educational Psychology</i> , <b>2017</b> , 7,	1.4	2
12	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. <i>Infancia Y Aprendizaje</i> , <b>2016</b> , 39, 560-591	0.7	2
11	Supervisors were first students: Analysing supervisors' perceptions as doctoral students versus doctoral supervisors. <i>Innovations in Education and Teaching International</i> , <b>2019</b> , 56, 711-725	1.3	2
10	Faculty identity through spheres of teaching and research activity and associated genres. <i>Higher Education Research and Development</i> , <b>2017</b> , 36, 962-974	1.9	1
9	Convocatoria Abierta Para la Presentación de Originales. <i>Cultura Y Educación</i> , <b>2009</b> , 21, 109-115	1.2	1
8	Tourism for all. Educating to foster accessible accommodation. <i>Journal of Hospitality, Leisure, Sport and Tourism Education</i> , <b>2022</b> , 30, 100370	1.8	1
7	I research, you research: do future teachers consider themselves researchers? (Yo investigo, tū investigas; ¿se consideran investigadores los futuros maestros?). <i>Infancia Y Aprendizaje</i> , <b>2021</b> , 44, 586-622	0.7	1
6	Post-PhD Researchers' Trajectories and Networking: The Mediating Role of Writing Conceptions. <i>Written Communication</i> , <b>2021</b> , 38, 479-511	2.1	1
5	Teacher identity as inquirer: voices of teacher educators. <i>European Journal of Teacher Education</i> , 1-19	4.2	0

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| 4 | Development of argumentative discourse based on learning demand / Evoluci3n del discurso argumentativo en funci3n de la demanda de aprendizaje. <i>Infancia Y Aprendizaje</i> , <b>2016</b> , 39, 84-118 | 0.7 |
| 3 | Cambios en el equipo editorial. M3 Cultura y Educaci3n. <i>Cultura Y Educaci3n</i> , <b>2013</b> , 25, 419-420   | 1.2 |
| 2 | Introducci3n: aprender y ense1ar en redes de comunicaci3n as3ncrona escrita. <i>Cultura Y Educaci3n</i> , <b>2010</b> , 22, 389-394  | 1.2 |
| 1 | The Outcome of Wilms' tumor in Infants, Italy 1970-79. <i>Tumori</i> , <b>1982</b> , 68, 133-136   | 1.7 |