

# Jukka Husu

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8292994/publications.pdf>

Version: 2024-02-01

31  
papers

883  
citations

840776

11  
h-index

552781

26  
g-index

32  
all docs

32  
docs citations

32  
times ranked

447  
citing authors

#	ARTICLE	IF	CITATIONS
1	Guided reflection as a means to demonstrate and develop student teachers'™ reflective competencies. <i>Reflective Practice</i> , 2008, 9, 37-51.	1.4	117
2	Student teachers'™ patterns of reflection in the context of teaching practice. <i>European Journal of Teacher Education</i> , 2015, 38, 320-340.	3.7	77
3	Care and Responsibility in 'The Best Interest of the Child': Relational voices of ethical dilemmas in teaching. <i>Teachers and Teaching: Theory and Practice</i> , 2002, 8, 65-80.	1.9	72
4	Developing whole school pedagogical values'™A case of going through the ethos of 'œgood schooling'™. <i>Teaching and Teacher Education</i> , 2007, 23, 390-401.	3.2	72
5	How do teachers reason about their practice? Representing the epistemic nature of teachers'™ practical knowledge. <i>Teaching and Teacher Education</i> , 2010, 26, 1520-1529.	3.2	65
6	Teachers' Ethical Choices in Sociomoral Settings. <i>Journal of Moral Education</i> , 2001, 30, 361-375.	1.5	56
7	The epistemological stance between the knower and the known. <i>Teaching and Teacher Education</i> , 1999, 15, 911-922.	3.2	49
8	A case study approach to study one teacher's moral reflection. <i>Teaching and Teacher Education</i> , 2003, 19, 345-357.	3.2	41
9	Examining teachers'™ adaptive expertise through personal practical theories. <i>Teaching and Teacher Education</i> , 2019, 77, 126-137.	3.2	32
10	Guided Reflection for Supporting the Development of Student Teachers'™ Practical Knowledge. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 112, 314-322.	0.5	29
11	Finnish teachers as '™makers of the many'™. , 2012, , 39-54.		23
12	A multidimensional adapted process model of teaching. <i>Educational Assessment, Evaluation and Accountability</i> , 2022, 34, 143-172.	2.3	20
13	Finnish Teachers as '™Makers of the Many'™. , 2016, , 41-55.		19
14	Title is missing!. <i>Interchange</i> , 2003, 34, 1-21.	1.8	11
15	A narrative examination of early childhood teachers'™ shared identities in teamwork. <i>Journal of Early Childhood Teacher Education</i> , 2018, 39, 90-113.	1.5	11
16	Reconstructing choice, reason and disposition in teachers'™ practical theories of teaching (PTs). <i>Teaching and Teacher Education</i> , 2019, 79, 124-136.	3.2	10
17	A multifocal approach to study pedagogical ethics in school settings. <i>Scandinavian Journal of Educational Research</i> , 2004, 48, 123-140.	1.7	9
18	Cultivating Student Teachers'™ Moral Competencies in Teaching during Teacher Education. <i>Advances in Research on Teaching</i> , 2015, , 11-31.	0.2	9

#	ARTICLE	IF	CITATIONS
19	Uncovering procedural knowledge in craft, design, and technology education: a case of hands-on activities in electronics. <i>International Journal of Technology and Design Education</i> , 2017, 27, 215-231.	2.6	9
20	How to Support the Development of Teachers'™ Practical Knowledge: Comparing Different Conditions. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 191, 1205-1212.	0.5	8
21	Student teachers'™ self-dialogues, peer dialogues, and supervisory dialogues in placement learning. <i>European Journal of Teacher Education</i> , 2019, 42, 539-556.	3.7	8
22	Teacher candidate learning of action-oriented knowledge from triggering incidents in teaching practice. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 536-552.	1.9	8
23	Chapter 11 The Moral Matters of Teaching: A Finnish Perspective. <i>Advances in Research on Teaching</i> , 2013, , 223-239.	0.2	7
24	The complex zone of constructivist teaching: a multi-case exploration in primary classrooms. <i>Research Papers in Education</i> , 2019, 34, 38-60.	3.0	6
25	Supporting remote communities with a shared virtual classroom: a view of social contexts. <i>Technology Pedagogy and Education</i> , 2000, 9, 255-268.	0.2	3
26	The content and implementation of shared professional knowledge in early childhood education. <i>Early Years</i> , 2016, 36, 426-439.	1.0	3
27	Access to Equal Opportunities: building of a virtual classroom within two "conventional"™ schools. <i>Learning, Media and Technology</i> , 2000, 25, 217-228.	0.4	2
28	Uncovering expected teaching actions in attention-demanding teaching situations. <i>Teacher Development</i> , 2018, 22, 651-667.	0.7	2
29	Uncovering Moral Aspects in Inclusive Co-Teaching. <i>International Perspectives on Inclusive Education</i> , 2017, , 165-188.	0.2	1
30	Analyzing Teacher Knowledge in its Interactional Positioning. , 2005, , 117-131.		1
31	Classroom Interaction Challenges as Triggers for Improving Early Career Teachers'™ Pedagogical Understanding and Competencies Through Mentoring Dialogues. <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2021, , 221-241.	0.2	0