

# Ana Veiga Simo

## 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.

52 papers	483 citations	11 h-index	21 g-index
70 ext. papers	680 ext. citations	1.9 avg, IF	4.02 L-index

#	Paper	IF	Citations
52	Serious Game-based Psychosocial Intervention to Foster Prosociality in Cyberbullying Bystanders. <i>Psychosocial Intervention</i> , <b>2022</b> , 000-000	3.1	0
51	How Presenteeism Shaped Teacher Burnout in Cyberbullying Among Students During the COVID-19 Pandemic. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 745252	3.4	2
50	Prosociality in Cyberspace: Developing Emotion and Behavioral Regulation to Decrease Aggressive Communication. <i>Cognitive Computation</i> , <b>2021</b> , 13, 736	4.4	1
49	Exploring empathy in cyberbullying with serious games. <i>Computers and Education</i> , <b>2021</b> , 166, 104155	9.5	5
48	Online verbal aggression, social relationships, and self-efficacy beliefs. <i>New Media and Society</i> , <b>2021</b> , 23, 960-981	3.8	3
47	Portuguese higher education students' adaptation to online teaching and learning in times of the COVID-19 pandemic: personal and contextual factors. <i>Higher Education</i> , <b>2021</b> , 1-20	3	15
46	Cyber-Victimization and Cyber-Aggression <b>2021</b> , 1273-1285		
45	A AUTORREGULAÇÃO PERCEBIDA COMO PREDITORA DA UTILIZAÇÃO DE RECURSOS NO MOODLE. <i>Cadernos De Pesquisa</i> , <b>2020</b> , 50, 461-474	0.1	
44	Developing Children's Regulation of Learning in Problem-Solving With a Serious Game. <i>IEEE Computer Graphics and Applications</i> , <b>2020</b> , 40, 26-40	1.7	0
43	Responsive bystander behaviour in cyberbullying: a path through self-efficacy. <i>Behaviour and Information Technology</i> , <b>2020</b> , 39, 511-524	2.4	7
42	TRABALHO COLABORATIVO NO 1º CICLO: SUPORTE PERCEBIDO E REGULAÇÃO PARTILHADA. <i>Cadernos De Pesquisa</i> , <b>2019</b> , 49, 204-223	0.1	1
41	Does It Work? Adapting Evidence-Based Practices to Teach Argumentative Writing. <i>Journal of Writing Research</i> , <b>2019</b> , 10, 527-567	2.1	2
40	Campus climate: The role of teacher support and cultural issues. <i>Journal of Further and Higher Education</i> , <b>2019</b> , 43, 1196-1211	1.5	3
39	Cyber-Victimization and Cyber-Aggression. <i>Advances in Human and Social Aspects of Technology Book Series</i> , <b>2019</b> , 255-271	0.2	2
38	Automatic cyberbullying detection: A systematic review. <i>Computers in Human Behavior</i> , <b>2019</b> , 93, 333-345	7.7	76
37	Attributions to Academic Achievements in the Transition to Higher Education. <i>Current Psychology</i> , <b>2018</b> , 37, 216-224	1.4	1
36	University students' perceptions of campus climate, cyberbullying and cultural issues: implications for theory and practice. <i>Studies in Higher Education</i> , <b>2018</b> , 43, 2072-2087	2.6	23

35	Cyberbullying: Shaping the use of verbal aggression through normative moral beliefs and self-efficacy. <i>New Media and Society</i> , <b>2018</b> , 20, 4787-4806	3.8	8
34	A ^ tutorial no ensino superior: experi^ cia com alunos maiores de 23 em uma institui^ o p^ blica de Portugal. <i>Educa^ o &amp; Forma^ o</i> , <b>2018</b> , 3, 44-65	0.3	
33	Adolescent cybervictimization - Who they turn to and their perceived school climate. <i>Journal of Adolescence</i> , <b>2017</b> , 58, 12-23	3.4	17
32	CYBERBULLYING: MOTIVOS DA AGRESS^ o NA PERSPETIVA DE JOVENS PORTUGUESES. <i>Educacao E Sociedade</i> , <b>2017</b> , 38, 1017-1034	1	4
31	How and with what accuracy do children report self-regulated learning in contemporary EFL instructional settings?. <i>European Journal of Psychology of Education</i> , <b>2017</b> , 32, 589-615	2.3	5
30	Self-Regulated Strategies for School Writing Tasks: A Cross-Cultural Report. <i>Psychology of Language and Communication</i> , <b>2017</b> , 21, 244-265	0.4	
29	Composi^ o escrita do texto argumentativo: Conhecimento metacognitivo e dificuldades na escrita de alunos do nono ano. <i>Hispania</i> , <b>2016</b> , 99, 372-391	0.2	
28	Student bystander behavior and cultural issues in cyberbullying: When actions speak louder than words. <i>Computers in Human Behavior</i> , <b>2016</b> , 60, 301-311	7.7	26
27	Argumentative writing by junior high school students: discourse knowledge and writing performance / Escritura argumentativa en alumnos de secundaria: conocimiento sobre el discurso y rendimiento en la escritura. <i>Infancia Y Aprendizaje</i> , <b>2016</b> , 39, 150-186	0.7	1
26	Teaching writing to middle school students in Portugal and in Brazil: an exploratory study. <i>Reading and Writing</i> , <b>2016</b> , 29, 955-979	2.1	13
25	Entrevista com tarefa na identifica^ o de processos na aprendizagem autorregulada. <i>Psicologia Escolar E Educacional</i> , <b>2016</b> , 20, 89-100	0	1
24	Emo^ oes no cyberbullying: um estudo com adolescentes portugueses. <i>Educacao E Pesquisa</i> , <b>2016</b> , 42, 199-212	0.5	9
23	Cyber-Victimization and Cyber-Aggression among Portuguese Adolescents. <i>International Journal of Cyber Behavior, Psychology and Learning</i> , <b>2016</b> , 6, 65-78	0.5	13
22	Effectiveness and relevance of feedback in Higher Education: A study of undergraduate students. <i>Studies in Educational Evaluation</i> , <b>2016</b> , 49, 7-14	2	34
21	Does training in how to regulate one's learning affect how students report self-regulated learning in diary tasks?. <i>Metacognition and Learning</i> , <b>2015</b> , 10, 199-230	2.7	28
20	Perceptions of university teachers about teaching and the quality of pedagogy in higher education: a study in Portugal / Percepciones de los profesores universitarios sobre la ense^ nza y la calidad de la pedagog^ a de la educaci^ o superior: un estudio realizado en Portugal. <i>Infancia Y Aprendizaje</i> , <b>2015</b> , 38, 102-143	0.7	3
19	Cyberbullying: The hidden side of college students. <i>Computers in Human Behavior</i> , <b>2015</b> , 43, 167-182	7.7	70
18	Perceptions of effectiveness, fairness and feedback of assessment methods: a study in higher education. <i>Studies in Higher Education</i> , <b>2015</b> , 40, 1523-1534	2.6	51

17	Assessing Self-Regulated Strategies for School Writing: Cross-Cultural Validation of a Triadic Measure. <i>Journal of Psychoeducational Assessment</i> , <b>2015</b> , 33, 141-153	1.3	6
16	The unidimensionality and overestimation of metacognitive awareness in children: validating the CATOM. <i>Anales De Psicologia</i> , <b>2015</b> , 31, 890	1.3	4
15	Cyberbullying: percepções acerca do fenómeno e das estratégias de enfrentamento. <i>Psicologia: Reflexão E Crítica</i> , <b>2014</b> , 27, 582-590	1.1	4
14	Feminización y colectivización del cuidado a la vejez en México. <i>Cadernos De Pesquisa</i> , <b>2014</b> , 44, 378-399	0.1	3
13	PROMOÇÃO DA AUTORREGULAÇÃO DA APRENDIZAGEM DAS CRIANÇAS: PROPOSTA DE INSTRUMENTO DE APOIO À PRÁTICA PEDAGÓGICA. <i>Nuances Estudos Sobre Educação</i> , <b>2014</b> , 25, 170-190	0.1	2
12	Teaching Practices that Foster Self-regulated Learning: a case study <b>2012</b> , 1, 1-16		2
11	Reprodutibilidade da Versão Portuguesa Do Hiroshima University Dental Behavioural Inventory (HUDBI - versão portuguesa). Diferenças nas atitudes e comportamentos entre estudantes do 1º e 3º ano do curso de Higiene Oral. <i>Revista Portuguesa De Estomatologia, Medicina Dentaria E Cirurgia Maxilofacial</i> , <b>2011</b> , 52, 125-132	0.6	0
10	Technology Enhanced Environments for Selfregulated Learning in Teaching Practices <b>2011</b> , 75-101		4
9	Student-Centred Methods in Higher Education: Implications for Student Learning and Professional Development. <i>International Journal of Learning</i> , <b>2010</b> , 17, 207-218	0	3
8	Contextos e processos de mudança dos professores: uma proposta de modelo. <i>Educacao E Sociedade</i> , <b>2005</b> , 26, 173-188	1	4
7	The Evaluation of Teaching and Learning. <i>European Journal of Education</i> , <b>1999</b> , 34, 299-312	1.4	8
6	The Evaluation of Teacher-Researchers. <i>European Journal of Education</i> , <b>1999</b> , 34, 313-323	1.4	3
5	Família e escola: Perspetivas sobre a utilização de meios tecnológicos e segurança. <i>Revista De Estudios E Investigación En Psicología Y Educación</i> , 143-148	0.3	1
4	Cyber-Victimization and Cyber-Aggression among Portuguese Adolescents 134-149		1
3	Projeto Criativo: Intervenção com alunos e desenvolvimento profissional de professores. <i>Revista De Estudios E Investigación En Psicología Y Educación</i> , 206-210	0.3	
2	A Meta-analysis of the Impact of Social and Emotional Learning Interventions on Teachers' Burnout Symptoms. <i>Educational Psychology Review</i> , 1	7.1	10
1	Self-regulation of learning and conscientiousness in Portuguese and Brazilian samples. <i>Current Psychology</i> , 1	1.4	0