

See and tell: Differences between expert and novice teachers in identifying and managing problematic classroom management events

Teaching and Teacher Education

66, 295-308

DOI: [10.1016/j.tate.2017.04.015](https://doi.org/10.1016/j.tate.2017.04.015)

Citation Report

#	ARTICLE	IF	CITATIONS
1	Promoting pre-service teachers' professional vision of classroom management during practical school training: Effects of a structured online- and video-based self-reflection and feedback intervention. <i>Teaching and Teacher Education</i> , 2018, 76, 39-49.	3.2	93
2	Eye tracking methodology for studying teacher learning: a review of the research. <i>International Journal of Research and Method in Education</i> , 2019, 42, 485-501.	1.9	30
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4	Effects of blended and video-based coaching approaches on preservice teachers' self-efficacy and perceived competence support. <i>Learning, Culture and Social Interaction</i> , 2019, 22, 100318.	1.8	7
5	Professional Vision in Fashion Design: Practices and Views of Teachers and Learners. <i>Vocations and Learning</i> , 2019, 12, 47-65.	1.9	5
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16	University-district partnerships to improve field experiences: Associations with candidate perceptions and performance. <i>Teaching and Teacher Education</i> , 2020, 94, 103122.	3.2	1
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21	Student Teachers'™ and Experienced Teachers'™ Professional Vision of Students'™ Understanding of the Rational Number Concept. Educational Psychology Review, 2021, 33, 109-128.	8.4	22
22	Classroom Management Scripts: a Theoretical Model Contrasting Expert and Novice Teachers'™ Knowledge and Awareness of Classroom Events. Educational Psychology Review, 2021, 33, 131-148.	8.4	63
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