Robert Serpell

List of Publications by Year
in descending order

77	1,545	394421	361022
papers	citations	19	35
		h-index	g-index

90	90	90	720
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Early childhood education quality indicators: Exploring the landscape of an African community perspective. Global Studies of Childhood, 2022, 12, 170-180.	0.6	3
2	Parental involvement and learners' performance in rural basic schools of Zambia. South African Journal of Childhood Education, 2020, 10, .	0.3	2
3	Literacy and Child Development in a Contemporary African Society. Child Development Perspectives, 2020, 14, 90-96.	3.9	4
4	Using a phone-based learning tool as an instructional resource for initial literacy learning in rural African families. South African Journal of Childhood Education, 2020, 10, .	0.3	10
5	Introduction to the special section by the guest editor. Journal of Psychology in Africa, 2019, 29, 289-291.	0.6	3
6	Perspectivist Challenges for ECD Intervention in Africa. , 2019, , 39-68.		3
7	Human development in Africanist settings: Advancing the research scholarship of Bame Nsamenang. Journal of Psychology in Africa, 2018, 28, 522-522.	0.6	1
8	Situated understanding of human development in Africa: Systematic inquiries at the nexus of psychology, social science and history. Culture and Psychology, 2018, 24, 382-397.	1.1	6
9	Application of Research Evidence in Policy Formulation to Enhance Child Development Opportunities in Zambia. Social Indicators Research Series, 2018, , 375-388.	0.3	3
10	African Socialization Values and Nonformal Educational Practices: Child Development, Parental Beliefs, and Educational Innovation in Rural Zambia. , 2017, , 19-43.		5
11	How the Study of Cognitive Growth Can Benefit From a Cultural Lens. Perspectives on Psychological Science, 2017, 12, 889-899.	9.0	16
12	A Culturally Sensitive Approach to Promoting Initial Literacy Development in Africa: Ongoing and Planned Research and Development at the University of Zambia's Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA). , 2017, , 313-334.		1
13	Contextual Responsiveness: An Enduring Challenge for Educational Assessment in Africa. Journal of Intelligence, 2016, 4, 3.	2.5	11
14	Do neuropsychological test norms from African Americans in the United States generalize to a Zambian population?. Psychological Assessment, 2016, 28, 18-38.	1.5	22
15	Dimensionality and the Development of Cognitive Assessments for Children in Sub-Saharan Africa. Journal of Cross-Cultural Psychology, 2016, 47, 341-354.	1.6	30
16	GraphoGame —€œ a catalyst for multi-level promotion of literacy in diverse contexts. Frontiers in Psychology, 2015, 6, 671.	2.1	43
17	Ensuring sufficient literacy practice with tablet technology in Zambian schools. , 2015, , .		4
18	African Socialization Values and Nonformal Educational Practices: Child Development, Parental Beliefs, and Educational Innovation in Rural Zambia. , 2015, , 1-25.		1

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19	Multiple Perspectives and Constraints on Progressive Social Change: A Commentary. Mind, Culture, and Activity, 2014, 21, 259-263.	1.9	6
20	Some Long-Standing and Emerging Research Lines in Africa. New Directions for Child and Adolescent Development, 2014, 2014, 1-22.	2.2	6
21	Design and Validation of Assessment Tests for Young Children in Zambia. New Directions for Child and Adolescent Development, 2014, 2014, 77-96.	2.2	16
22	Some Growth Points in African Child Development Research. New Directions for Child and Adolescent Development, 2014, 2014, 97-112.	2.2	9
23	The effect of using a mobile literacy game to improve literacy levels of grade one students in Zambian schools. Educational Technology Research and Development, 2014, 62, 417-436.	2.8	65
24	Contextual analysis of home environment factors influencing the acquisition of early reading skills in Zambian families. Journal of Psychology in Africa, 2014, 24, 410-419.	0.6	16
25	Growth of Communicative Competence in a Dynamic African Context: Challenges for Developmental Assessment. , 2014, , 73-96.		4
26	Promotion of Literacy in Sub-Saharan Africa: Goals and Prospects of CAPOLSA at the University of Zambia. Human Technology, 2014, 10, 22-38.	2.0	11
27	Social Responsibility as a Dimension of Intelligence, and as an Educational Goal: Insights From Programmatic Research in an African Society. Child Development Perspectives, 2011, 5, 126-133.	3.9	93
28	Early educational foundations for the development of civic responsibility: An African experience. New Directions for Child and Adolescent Development, 2011, 2011, 77-93.	2.2	21
29	Basic Education for Children with Special Needs in Zambia. Psychology and Developing Societies, 2011, 23, 211-245.	0.6	20
30	The Early Childhood Project: A 5-Year Longitudinal Investigation of Children's Literacy Development in Sociocultural Context. Literacy Studies, 2010, , 85-96.	0.3	7
31	Developmental assessment, cultural context, gender, and schooling in Zambia. International Journal of Psychology, 2008, 43, 88-96.	2.8	33
32	Challenging western hegemony through systematic study of cultural diversity: an undergraduate course on child development and culture. Intercultural Education, 2008, 19, 97-104.	1.0	1
33	Participatory Appropriation and the Cultivation of Nurturance: A Case Study of African Primary Health Science Curriculum Development. , 2008, , 71-97.		10
34	Bridging between orthodox western higher educational practices and an African sociocultural context. Comparative Education, 2007, 43, 23-51.	2.7	35
35	Optimizing the Developmental Consequences of Education: Reflections on Issues Raised by Michael Cole. Human Development, 2005, 48, 217-222.	2.0	3
36	Intimate culture of families in the early socialization of literacy.. Journal of Family Psychology, 2002, 16, 391-405.	1.3	82

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37	The Embeddedness of Human Development within Sociocultural Context: Pedagogical, and Political Implications. Social Development, 2002, 11, 290-295.	1.3	14
38	Intimate culture of families in the early socialization of literacy. Journal of Family Psychology, 2002, 16, 391-405.	1.3	7
39	Parents' Interactions with Their First-Grade Children During Storybook Reading and Relations with Subsequent Home Reading Activity and Reading Achievement. Journal of School Psychology, 2001, 39, 415-438.	2.9	140
40	Intelligence and Culture. , 2000, , 549-578.		60
41	Use of Jessor's Theoretical Framework of Adolescent Risk Behavior in Ethiopia: Implications for HIV/AIDS Prevention. Northeast African Studies, 2000, 7, 63-83.	0.0	7
42	Testing the Application of a Western Scientific Theory of AIDS Risk Behavior Among Adolescents in Ethiopia. Journal of Pediatric Psychology, 2000, 25, 367-379.	2.1	7
43	Opportunities and constraints for research on education and human development in Africa: Focus on assessment and special education. Prospects, 1999, 29, 349-363.	2.3	6
44	Standardization of the Panga Munthu Test-A Nonverbal Cognitive Test Developed in Zambia. Journal of Negro Education, The, 1998, 67, 228.	0.6	26
45	Parental Beliefs about Ways to Help Children Learn to Read: The Impact of an Entertainment or a Skills Perspective. Early Child Development and Care, 1997, 127, 111-118.	1.3	74
46	Critical Issues Literacy Connections between School and Home: How Should We Evaluate Them?. Journal of Literacy Research, 1997, 29, 587-616.	1.5	39
47	The Struggle to Make Sense of School. Human Development, 1997, 40, 364-373.	2.0	1
48	The Significance of Schooling: Life-Journeys in an African Society. African Studies Review, 1995, 38, 127.	0.3	0
49	Negotiating a fusion of horizons: A process view of cultural validation in developmental psychology. Mind, Culture, and Activity, 1994, 1, 43-68.	1.9	20
50	Cultural Dimensions of Cognition: A Multiplex, Dynamic System of Constraints and Possibilities. , 1994, , 369-408.		18
51	Mental Retardation in African Countries: Conceptualization, Services, and Research. International Review of Research in Mental Retardation, 1993, 19, 1-39.	0.7	29
52	Exaggerating the Significance of Text. Curriculum Inquiry, 1991, 21, 353-362.	1.1	12
53	Early Intervention in Third World Countries. , 1991, , 93-126.		3
54	Assessment Criteria for Severe Intellectual Disability in Various Cultural Settings. International Journal of Behavioral Development, 1988, 11, 117-144.	2.4	9

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55	Psychology and Anthropology: a psychological perspective by Gustav Jahoda London, Academic Press, 1982. Pp. x+305. Â£24.00 (1985).. Journal of Modern African Studies, 1986, 24, 715-718.	0.6	0
56	Commentary: The Impact of Psychology on Third World Development. International Journal of Psychology, 1984, 19, 179-192.	2.8	24
57	Research on Cognitive Development in Sub-Saharan Africa. International Journal of Behavioral Development, 1984, 7, 111-127.	2.4	19
58	The Skill of Pictorial Perception: An Interpretation of Cross-Cultural Evidence. International Journal of Psychology, 1980, 15, 145-180.	2.8	58
59	LINGUISTIC FLEXIBILITY IN URBAN ZAMBIAN SCHOOLCHILDREN. Annals of the New York Academy of Sciences, 1980, 345, 97-119.	3.8	4
60	How specific are perceptual skills? A cross‐cultural study of pattern reproduction*. British Journal of Psychology, 1979, 70, 365-380.	2.3	198
61	Need for a new direction: Psychology in Africa. Reviews in Anthropology, 1977, 4, 153-161.	0.5	0
62	Discrimination of orientation by Zambian children.. Journal of Comparative and Physiological Psychology, 1971, 75, 312-316.	1.8	35
63	Preference for Specific Orientation of Abstract Shapes among Zambian Children. Journal of Cross-Cultural Psychology, 1971, 2, 225-239.	1.6	17
64	Performance on a Sorting Task. A Cross-Cultural Experiment. International Journal of Psychology, 1971, 6, 273-281.	2.8	59
65	Cultural Differences in Attentional Preference for Colour Over Form. International Journal of Psychology, 1969, 4, 1-8.	2.8	20
66	The Influence of Language, Education and Culture on Attentional Preference Between Colour and Form. International Journal of Psychology, 1969, 4, 183-194.	2.8	11
67	Colour Prejudice and Oxford Landladies. Race, 1965, 6, 322-333.	0.1	0
68	Early Appropriation of Literacy in Sociocultural Context. , 1958, , 1-24.		0
69	Growing Up in Baltimore : The Early Childhood Project. , 1958, , 25-63.		0
70	The Intimate Culture of Children's Homes. , 1958, , 64-102.		0
71	Processes of Literacy Enculturation in the Home. , 1958, , 103-133.		0
72	The Development of Literacy Competencies and Orientations. , 1958, , 134-181.		0

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73	The Agenda and Practices of Schooling. , 1958, , 182-217.		0
74	Relations Between Homes and Schools. , 1958, , 218-250.		0
75	Conclusions and Implications for Policy and Practice. , 1958, , 251-278.		0
76	The Cultural Practice of Intelligence Testing: Problems of International Export.. , 0, , 163-185.		10
77	Growth of Communicative Competence in a Dynamic African Context. , 0, , .		0