

PUBLICATIONS

Refereed Journal Publications

- Wei, S., Teo, T., Malpique, A. & Lausen, A. (in press). Relationships between parental autonomy support, psychological control and Chinese university students' behaviour regulation: The role of basic psychological needs. *Frontiers in Psychology*.
- Merga, M., Malpique, A., Roni, M. S., Valcan, D., & Ledger, S (2021). The impact of COVID-19 on writing instruction with primary school students", *Issues in Educational Research*, 31(4), pp.1138-1155. <http://www.iier.org.au/iier31/merga.pdf>
- Merga, M., Roni, M. S., Loh, C. E., & Malpique, A. (2021). Revisiting collaboration within and beyond the school library: New ways of measuring effectiveness. *Journal of Library Administration*, 61(3), 332-346. <https://doi.org/10.1080/01930826.2021.1883370>
- Malpique, A., Pino-Pasternak, D., & Roberto, M. S. (2020). Writing and reading performance in Year 1 Australian classrooms: Associations with handwriting automaticity and writing instruction. *Reading and Writing*, 33, 783–805. <https://doi.org/10.1007/s11145-019-09994-z>
- Valcan, D., Davis, H., Pino-Pasternak, D., & Malpique, A. (2020). Executive functioning as a predictor of children's mathematics, reading and writing. *Journal of Applied Developmental Psychology*, 39(4), pp. 625-652. <https://doi.org/10.1111/bjdp.12391>
- Merga, M. K., Roni, S. M., & Malpique, A. (2020). School leadership and whole-school support of struggling literacy learners in secondary schools. *Educational Management Administration & Leadership*, 49(3), 534-550. <https://doi.org/10.1177%2F1741143220905036>
- Merga, M., Roni, M., S., & Malpique, A. (2020). Do secondary English teachers have adequate time and resourcing to meet the needs of struggling literacy learners?. *English in Education*, 1-17.
- Malpique, A. A., & Veiga Simao, A. M. (2019). 'Does It Work?': Adapting Evidence-Based Practices and Visual Mnemonics to Teach Argumentative Writing. *Journal of Writing Research*, 10(3), 527-567.
- Malpique, A. A., Pino-Pasternak, D., & Valcan, D. (2017). Handwriting automaticity and writing instruction in Australian kindergarten: An exploratory study. *Reading and Writing*, 30, 1789–1812.
- Malpique, A., Veiga Simão A. M. V., & Frison, L. M. B. (2017). Self-regulated strategies for school writing tasks: A cross-cultural report. *Psychology of Language and Communication*, 21, 244–265.
- Veiga Simão, A. M., Malpique, A., Frison, L. M. B, Marques, A. (2016). Teaching writing to middle school students in Portugal and in Brazil: An exploratory study. *Reading and Writing*, 2, 955-979.

Malpique, A., & Veiga Simão A. M. V. (2016). Argumentative writing by junior high-school students: Discourse knowledge and writing performance. *Infancia y Aprendizaje, Journal for the Study of Education and Development*, 36, 150-186.

Veiga Simão, A. M. V., Chambel, C., Malpique, A., & Frison, L. M. B. (2016). Composição escrita do texto argumentativo: Conhecimento metacognitivo e dificuldades na escrita de alunos do 9º ano [Argumentative text writing: Metacognitive knowledge and writing difficulties of Year 9 students]. *Hispania*, 99(3), 372-391.

Malpique, A., & Veiga Simão A. M. V. (2015). Assessing self-regulated strategies for school writing: cross-cultural validation of a triadic measure. *Journal of Psychoeducational Assessment*, 33(2), 141-153.

Book Chapters

Malpique, A., & Veiga Simão, A. M. V. (2020). The use of self-regulated strategies in Portuguese text writing: A cross-cultural study. In A. M. V., Veiga Simão, E. Santos, J. A. Ferreira, & M. J. Alvarez (Eds), *Psicologia Educacional: Investigação e intervenção em Portugal [Educational Psychology: Research and intervention in Portugal]* (pp. 29-54). Lisbon: Coisas de Ler.

Pino-Pasternak, D., Valcan, D., & A. Malpique (2019). Associations between the home environment, parenting and self-regulation in early childhood. In D. Whitebread, V. Grau, K. Kumpulainen, M. M. McClelland, D. Pino-Pasternak, & N. E. Perry (Eds), *The Sage handbook of developmental psychology and early childhood education* (pp. 487-501). London: Sage Publications.

Malpique, A., & Veiga Simão, A. M. V. (2012). Cinderella's crystal slipper: Teaching self-regulated strategies for writing. In A. M. V. Veiga Simão, L. M. B. Frison, & M. H. M. B. Abrahão *Self-regulated learning and autobiographical narratives: Epistemology and practices* (pp. 155-178). Porto Alegre: EDIPUCRS.

Books

Veiga Simão, A. M., Agostinho, A. L., Moreira, J. S., Silva, R. L., Cabaço, S. C., Gonçalves, M. D., & Malpique, A. (2017). *CriaTivo: Teaching strategies to promote self-regulated writing*. Livros Editora: Lisbon City Council.

Refereed Conference Papers (last five years)

Malpique, A., & Pino-Pasternak, D. (August, 2019). Writing and reading performance in Year 1 Australian classrooms: The role of handwriting automaticity and writing instruction. Paper presented at the 18th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Aachen, Germany.

Malpique, A., & Pino-Pasternak, D. (June, 2019). Writing and reading performance in Year 1 Australian classrooms: The role of handwriting automaticity and writing instruction. Paper presented at the 12th International Association for Research in L1 Education (ARLE) Conference, Lisbon, Portugal.

- Malpique, A., & Veiga Simão, A. M. V. (June, 2019). Teaching writing in middle-schools: Portuguese and Brazilian teachers' perceptions and practices. Symposium paper presented at the 12th International Association for Research in L1 Education (ARLE) Conference, Lisbon, Portugal.
- Malpique, A., Pino-Pasternak, D., & Valcan, D. (August, 2017). Handwriting automaticity and writing instruction in Australian kindergarten: An exploratory study. Paper presented at the 17th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Tampere, Finland.
- Malpique, A., Pino-Pasternak, D., & Valcan, D. (July, 2017). Handwriting automaticity and writing instruction in Australian kindergarten: An exploratory study. Paper presented at the 14th European Conference of Psychological Assessment (ECPA), Lisbon, Portugal.
- Valcan, D., Pino-Pasternak, D., Davis, H., & Malpique, A. (May, 2016). Concurrent relationships between reported parental behaviour, environmental confusion in the home, and children's Executive Functions in the first year of formal schooling. Symposium paper presented at the 6th Biennial Meeting of the EARLI Special Interest Group 16 – Metacognition, The Netherlands.
- Malpique, A., & Veiga Simão, A. M. (August, 2015). More than meets the eye: Self-regulated strategy development for teaching argumentative writing. Paper presented at the 16th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Limassol, Cyprus.
- Duarte, F., Ferreira, P. C., Veiga Simão, A. M., & Malpique, A. (August, 2015). Measuring self-regulated learning processes with interview tasks and stimulated recall. Symposium paper presented at the 16th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Limassol, Cyprus.
- Bilhalba, L. P., Frison, L. M. B., Veiga Simão, A. M., Marques, A., & Malpique, A. (May, 2014). Self-Regulated Writing: Conceptions and Practices of Middle-School Portuguese and Brazilian Teachers–Teacher Training and Professional Development. Paper presented at the International Study Association of Teachers and Teaching (ISATT) Congress, Minho, Portugal.
- Malpique, A., & Veiga Simão, A. M. (June, 2014). Self-regulated strategies for teaching argumentative writing. Paper presented at the 14th biennial meeting of the EARLI SIG on Writing, Amsterdam, Netherlands.

Plain English Research Translation

- Malpique, A., & Pino-Pasternak, D. (August, 2020). In these pandemic school days handwriting still matters! EduResearch Matters, AARE. Retrieved from <https://www.aare.edu.au/blog/?p=5296>
- Malpique, A., & Pino-Pasternak, D. (2017). To empower students with effective writing skills, handwriting matters. The Conversation. Retrieved from <https://theconversation.com/to-empower-students-with-effective-writing-skills-handwriting-matters-81949>

Malpique, A. (August, 2017). In a world of screens, handwriting is more important than ever. The Sydney Morning Herald. Retrieved from <http://www.smh.com.au/comment/in-a-world-of-screens-handwriting-is-more-important-than-ever-20170804-gxprf0.html>

Malpique, A. & Pino Pasternak, D. (August, 2017). Why handwriting matters. ST Singapore. Retrieved from <http://www.straitstimes.com/singapore/education/why-handwriting-matters>

Media Coverage

Harris, C. & Hudson-O'Farrel, K. (February, 2021). Handwriting more important than typing for primary school kids, expert says. *The Daily Telegraph*.

Baker, J. (March, 2020). Handwriting fluency in kindergarten linked to better reading abilities, The Sydney Morning Herald. Retrieved from <https://www.smh.com.au/national/nsw/handwriting-fluency-in-kindergarten-linked-to-better-reading-abilities-20200302-p54654.html>

Beeby, R. (March, 2020), Handwriting important for early school classes, research shows, Research Professional News. Retrieved from <https://www.researchprofessionalnews.com/rr-news-australia-canberra-playbook-2020-3-research-backs-importance-of-handwriting-for-early-school-classes/>

EducationHQ News Team (March, 2020). Despite the rise of paperless schools, handwriting is still vital, EducationHQ. Retrieved from <https://educationhq.com/news/despite-the-rise-of-paperless-schools-handwriting-is-still-vital-74637/?PageSpeed=noscript>

Earp, J. (August, 2017). The importance of explicit handwriting instruction. Teacher Magazine. Retrieved from <https://www.teachermagazine.com.au/articles/the-importance-of-explicit-handwriting-instruction>

Henebery, B. (March, 2020), Shift to paperless schools 'lacks empirical support' – experts, The Educator Australia. Retrieved from <https://www.theeducatoronline.com/k12/news/shift-to-paperless-schools-lacks-empirical-support--experts/270292>

Tyrrel, C. (August, 2017). Handwriting linked to future literacy success: Murdoch Uni researchers find. The Western Australian. Retrieved from <https://thewest.com.au/news/education/handwriting-linked-to-future-literacy-success-murdoch-uni-researchers-find-ng-b88547750z>

PRESENTATIONS

Malpique, A. (June, 2019). Writing and reading performance in Year 1 Australian classrooms: The role of handwriting automaticity and writing instruction. Oral presentation delivered at the 12th Association for Research in L1 Education (ARLE) Conference, Lisbon, Portugal.

- Malpique, A. (June, 2019). Teaching writing in middle-schools: Portuguese and Brazilian teachers' perceptions and practices. Symposium presentation delivered at the 12th Association for Research in L1 Education (ARLE) Conference, Lisbon, Portugal.
- Malpique, A. (July, 2017). Handwriting automaticity and writing instruction in Australian kindergarten: An exploratory study. Oral presentation delivered the 14th European Conference of Psychological Assessment (ECPA), Lisbon, Portugal.
- Malpique, A. (August, 2017). Handwriting automaticity and writing instruction in Australian kindergarten: An exploratory study. Oral presentation delivered the 17th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Tampere, Finland.
- Malpique, A. (August, 2015). More than meets the eye: Self-regulated strategy development for teaching argumentative writing. Oral presentation delivered the 16th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Limassol, Cyprus.
- Malpique, A. (August, 2015). Measuring self-regulated learning processes with interview tasks and stimulated recall. Invited symposium presentation delivered at the 16th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Limassol, Cyprus.
- Malpique, A. (June, 2014). Self-regulated strategies for teaching argumentative writing. Oral presentation delivered at the 14th biennial meeting of the European Association for Research on Learning and Instruction (EARLI) SIG on Writing, Amsterdam, Netherlands.