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RESEARCH

Areas: Education · Sociology and Political Science · Political Science and International Relations · Speech and Hearing

RESEARCH SUMMARY

14	22	3	0	0.49	0%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 14 publications listed below, 2012–2024. Field-weighted impact is the mean over the 14 works scored for it; 1.00 is the world average for works of the same field, type and year. 0 of the 14 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 11

1. **Charles Adabo Oppong**, Prince Essiaw (2024). Change and continuity: a study of approved history textbooks for primary schools in Ghana. *Asia Pacific Education Review*. https://doi.org/10.1007/s12564-024-09998-7
2. **Charles Adabo Oppong**, Godwin Gyimah, Isaac Yeboah Afari (2024). Chronological Versus Thematic History Teaching Debate: Analysis of the Ghanaian Primary School History Curriculum. *Journal of Culture and Values in Education*. https://doi.org/10.46303/jcve.2024.37
3. **Charles Adabo Oppong**, Prince Essiaw (2024). Historical contextualisation in primary school history textbooks in Ghana. *Humanities and Social Sciences Communications*. https://doi.org/10.1057/s41599-024-03238-4
4. Adjei Adjepong, **Charles Adabo Oppong**, Joseph Udimal Kachim (2023). 'Clio' in Danger: The Causes, Condition and Consequences of the Decline of Interest in History in Perspective. *E-Journal of Humanities Arts and Social Sciences*. https://doi.org/10.38159/ehass.20234312
5. **Charles Adabo Oppong**, Adjei Adjepong (2022). Introduction of history in the Ghana basic school curriculum: The missing link. *Ghana Journal of Education Issues and Practice (GJE)*. https://doi.org/10.47963/gje81328
6. **C Oppong**, A Adjepong, G Boadu (2022). Practical history lessons as a tool for generating procedural knowledge in history teaching. *Yesterday and Today*. https://doi.org/10.17159/2223-0386/2022/n27a6
7. **Charles Adabo Oppong**, Moses Allor Awinsong, Stephen Kwakye Apau (2019). The Middle Ground of Curriculum: History Teachers' Experiences in Ghanaian Senior High Schools. *African Journal of Teacher Education*. https://doi.org/10.21083/ajote.v8i0.4451
8. **Charles Adabo Oppong** (2018). A case study of trainee teachers' mental models of history teaching before and after an initial history teaching professional development course. *History Education Research Journal*. https://doi.org/10.18546/herj.15.2.07
9. **Charles Adabo Oppong** (2017). Content matching of the syllabus and the official history textbook of senior high schools in Ghana. *Ghana Journal of Education Issues and Practice (GJE)*. https://doi.org/10.47963/gje.v4i.498
10. **Charles Adabo Oppong** (2013). Gender Differences in Students' Performance in History at Senior High Schools in Cape Coast. *DOAJ (DOAJ: Directory of Open Access Journals)*.

11. **Charles Adabo Oppong** (2012). Prospective history teachers ' perceptions of the history syllabus of senior high schools in Ghana. *Abibisem Journal of African Culture and Civilization*. https://doi.org/10.47963/ajacc.v5i.854

Books 1

1. Gideon Boadu, **Charles Adabo Oppong** (2024). History Education in Africa. https://doi.org/10.1007/978-3-031-61388-3

Book chapters 1

1. Gideon Boadu, **Charles Adabo Oppong** (2024). History Education in Africa: Research, Perspectives, and Practices—An Introduction. *History Education in Africa*. https://doi.org/10.1007/978-3-031-61388-3_1

Conference papers 1

1. **Charles Adabo Oppong** (2012). Exploring Pupils' Historical Knowledge within the Junior High Social Studies Course. *Procedia - Social and Behavioral Sciences*. https://doi.org/10.1016/j.sbspro.2012.09.518