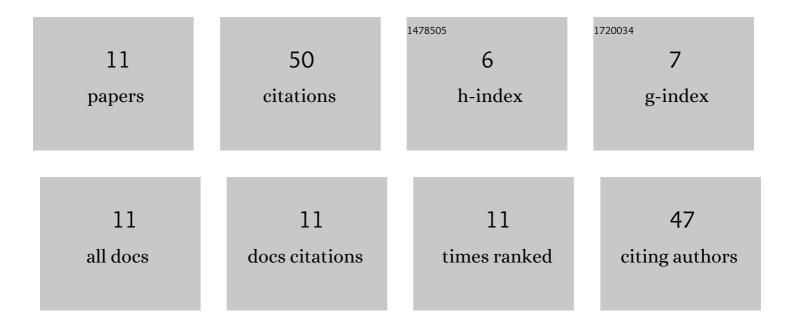
## Lisl Fenwick

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/1055917/publications.pdf Version: 2024-02-01



LISI FENWICK

#	Article	IF	CITATIONS
1	Prevailing pedagogies for classes in low SES contexts and the implications for standards-based reform in Australia. Australian Educational Researcher, 2012, 39, 349-361.	2.3	7
2	Developing Deep Understanding about Language in Undergraduate Pre-service Teacher Programs through the Application of Knowledge. Australian Journal of Teacher Education, 2014, 39, .	0.6	7
3	Curriculum reform and reproducing inequality in upper-secondary education. Journal of Curriculum Studies, 2011, 43, 697-716.	2.1	6
4	Limiting Opportunities to Learn in Upperâ€Secondary Schooling: Differentiation and Performance Assessment in the Context of Standardsâ€Based Curriculum Reform. Curriculum Inquiry, 2012, 42, 629-651.	1.1	6
5	Learning about the Effects of Context on Teaching and Learning in Pre-Service Teacher Education. Australian Journal of Teacher Education, 2013, 38, .	0.6	6
6	Supporting the Transference of Knowledge about Language within Teacher Education Programs. Australian Journal of Teacher Education, 2014, 39, .	0.6	6
7	Promoting assessment for learning through curriculumâ€based performance standards: teacher responses in the Northern Territory of Australia. Curriculum Journal, 2017, 28, 41-58.	1.5	5
8	Teacher use of genre pedagogy: engaging students in dialogue about content area language during text deconstruction. Language and Education, 0, , 1-16.	2.1	4
9	Standardsâ€based reform to seniorâ€secondary curriculum and metacognition in the literacy domain. Curriculum Journal, 2018, 29, 338-353.	1.5	3
10	The effects of discourses in regional contexts on the development of curriculumâ€based literacy standards for adolescents in schooling: a comparative study of South Australia and Ontario. Curriculum Journal, 2017, 28, 231-248.	1.5	0
11	Defining opportunities to engage with the discourses of Australia's â€~education revolution'. Journal of Educational Administration and History. 2020. 52. 178-192.	1.8	0