

Debra McGregor

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1155485/publications.pdf>

Version: 2024-02-01

10
papers

103
citations

1684188

5
h-index

1474206

9
g-index

12
all docs

12
docs citations

12
times ranked

52
citing authors

#	ARTICLE	IF	CITATIONS
1	Transforming a doctoral summer school to an online experience: A response to the COVID-19 pandemic. <i>British Journal of Educational Technology</i> , 2022, 53, 558-576.	6.3	11
2	Capturing the Nature of Teacher and Learner Agency Demonstrating Creativity: Ethical Issues and Resolutions. <i>Education Sciences</i> , 2022, 12, 394.	2.6	1
3	The nature of epistemological opportunities for doing, thinking and talking about science: Reflections on an effective intervention that promotes creativity. <i>Research in Science and Technological Education</i> , 2020, , 1-26.	2.5	1
4	Epistemic insights: Contemplating tensions between policy influences and creativity in school science. <i>British Educational Research Journal</i> , 2019, 45, 770-790.	2.5	6
5	Examining the use of drama to develop epistemological understanding about the nature of science: a collective case from experience in New Zealand and England. <i>International Journal of Science Education, Part B: Communication and Public Engagement</i> , 2019, 9, 171-194.	1.5	14
6	Chronicling innovative learning in primary classrooms: conceptualizing a theatrical pedagogy to successfully engage young children learning science. <i>Pedagogies</i> , 2014, 9, 216-232.	0.9	19
7	Scaffolding and mediating for creativity: suggestions from reflecting on practice in order to develop the teaching and learning of gymnastics. <i>Journal of Further and Higher Education</i> , 2012, 36, 225-241.	2.5	3
8	Dramatising Science Learning: Findings from a pilot study to re-invigorate elementary science pedagogy for five- to seven-year olds. <i>International Journal of Science Education</i> , 2012, 34, 1145-1165.	1.9	33
9	Invigorating pedagogic change. Suggestions from findings of the development of secondary science teachers' practice and cognisance of the learning process. <i>European Journal of Teacher Education</i> , 2006, 29, 23-48.	3.7	11
10	Interactive pedagogy and subsequent effects on learning in science classrooms. <i>Westminster Studies in Education</i> , 2004, 27, 237-261.	0.1	0