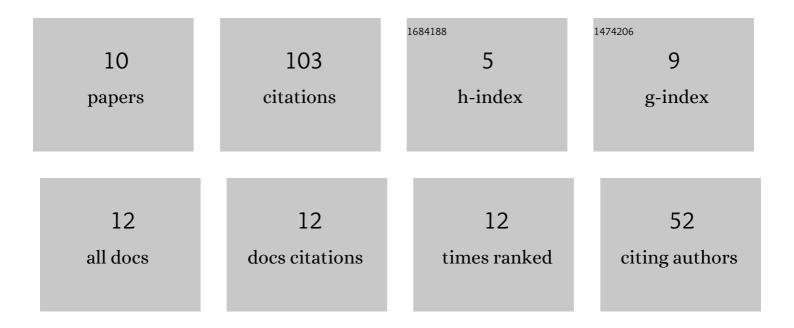
Debra McGregor

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/1155485/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Transforming a doctoral summer school to an online experience: A response to the COVIDâ€19 pandemic. British Journal of Educational Technology, 2022, 53, 558-576.	6.3	11
2	Capturing the Nature of Teacher and Learner Agency Demonstrating Creativity: Ethical Issues and Resolutions. Education Sciences, 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. Research in Science and Technological Education, 2020, , 1-26.	2.5	1
4	Epistemic insights: Contemplating tensions between policy influences and creativity in school science. British Educational Research Journal, 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. International Journal of Science Education, Part B: Communication and Public Engagement, 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. Pedagogies, 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. Journal of Further and Higher Education, 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. International Journal of Science Education, 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. European Journal of Teacher Education, 2006, 29, 23-48.	3.7	11
10	Interactive pedagogy and subsequent effects on learning in science classrooms. Westminster Studies in Education, 2004, 27, 237-261.	0.1	0