

Cynthia H Brock

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2140170/publications.pdf>

Version: 2024-02-01

40
papers

268
citations

1306789

7
h-index

1125271

13
g-index

41
all docs

41
docs citations

41
times ranked

134
citing authors

#	ARTICLE	IF	CITATIONS
1	Co-creating Multilingual Books with Children to Foster Their Literacies. <i>Reading Teacher</i> , 2022, 75, 555-565.	0.4	3
2	An Ode to a State Park: Creating Poetry During a Summer Writing Camp. <i>Reading Teacher</i> , 2021, 74, 807-811.	0.4	0
3	Learning Quantitative Literacy: A Sixth-Grade Disciplinary Literacy Unit. <i>Reading Teacher</i> , 2021, 74, 733-746.	0.4	2
4	Dispositions towards diversity: two pre-service teachers' experiences of living and teaching in a remote indigenous community. <i>Pedagogy, Culture and Society</i> , 2020, 28, 525-542.	1.8	3
5	Reflections on writing and identity: exploring the role of qualifying exams in the sociocultural development of doctoral students. <i>Studies in Continuing Education</i> , 2020, 42, 365-380.	1.2	6
6	Cultivating student agency through teachers' professional learning. <i>Theory Into Practice</i> , 2020, 59, 192-201.	0.9	10
7	Engaging in Disciplinary Literacy Instruction: A Review of Read, Write, Inquire: Disciplinary Literacy in Grades 6-12. <i>Journal of Adolescent and Adult Literacy</i> , 2020, 64, 114-118.	0.4	0
8	Co-Constructing Culturally Sustaining Practices for Fostering Young Children's Literacy in Fiji. <i>Journal of Research in Childhood Education</i> , 2020, 34, 127-152.	0.6	2
9	Disciplinary Literacy in a Second-Grade Classroom: A Science Inquiry Unit. <i>Reading Teacher</i> , 2020, 73, 723-734.	0.4	6
10	In Duavata: Collaborating with Children and Families in an Indigenous Fijian Semi-Rural Community. <i>International Perspectives on Early Childhood Education and Development</i> , 2020, , 169-208.	0.2	0
11	Fostering Children's Multilingual Literacy in Home and Community Settings. <i>International Perspectives on Early Childhood Education and Development</i> , 2020, , 269-303.	0.2	0
12	Children's Multilingual Literacy. <i>International Perspectives on Early Childhood Education and Development</i> , 2020, , .	0.2	5
13	Exploring Stakeholders' Perspectives of Young Children's Multilingual Literacy. <i>International Perspectives on Early Childhood Education and Development</i> , 2020, , 139-168.	0.2	0
14	Conceptualising Language, Literacy and Learning as Sociocultural Practices. <i>International Perspectives on Early Childhood Education and Development</i> , 2020, , 77-97.	0.2	0
15	Conducting Research as Transformative Encounter in Cross-Cultural Collaborations. <i>International Perspectives on Early Childhood Education and Development</i> , 2020, , 99-138.	0.2	0
16	Repositioning resistance: studying the in-service and pre-service teachers we don't reach and teach in our literacy and diversity courses. <i>Pedagogies</i> , 2019, 14, 241-259.	0.4	3
17	Repositioning White Monolingual English-Speaking Teachers' Conceptions of Language: Counterstories and Embodied Learning. <i>Urban Education</i> , 2019, , 004208591988434.	1.2	4
18	Evolving identities: exploring leaders' positioning in the birth of a professional literacy collaboration. <i>Professional Development in Education</i> , 2019, , 1-17.	1.7	2

#	ARTICLE	IF	CITATIONS
19	Engaging in vocabulary learning in science: the promise of multimodal instruction. <i>International Journal of Science Education</i> , 2018, 40, 328-347.	1.0	13
20	Exploring three White American teachers'™ dispositional stances towards learning about racial, cultural, and linguistic diversity. <i>Pedagogies</i> , 2014, 9, 322-342.	0.4	4
21	Reading Informational Texts. <i>Reading Teacher</i> , 2014, 67, 532-542.	0.4	6
22	“Mean girls” go to college: Exploring female-female relational bullying in an undergraduate literacy methods course. <i>Peace and Conflict</i> , 2014, 20, 516-535.	0.2	3
23	Demos as an explanatory lens in teacher educators'™ elusive search for social justice. <i>Education, Citizenship and Social Justice</i> , 2013, 8, 231-241.	0.5	3
24	Opportunities to teach: confronting the deskilling of teachers through the development of teacher knowledge of multiple literacies. <i>Teachers and Teaching: Theory and Practice</i> , 2013, 19, 63-77.	0.9	3
25	Using multimodality as a conceptual lens: examining two teachers' learning in the Multiliteracies Teacher Institute Project. <i>Pedagogies</i> , 2012, 7, 275-294.	0.4	3
26	Teacher Educators' Dispositions: Footnoting the present with stories from our pasts. <i>Studying Teacher Education</i> , 2012, 8, 69-85.	0.8	26
27	Constructing critical autoethnographic self-studies with white educators. <i>International Journal of Qualitative Studies in Education</i> , 2012, 25, 225-250.	0.8	18
28	Unraveling the Threads of White Teachers'™ Conceptions of Caring. <i>Urban Education</i> , 2012, 47, 743-775.	1.2	25
29	Does Homework Matter? An Investigation of Teacher Perceptions About Homework Practices for Children From Nondominant Backgrounds. <i>Urban Education</i> , 2007, 42, 349-372.	1.2	15
30	Exploring an English Language Learner's Literacy Learning Opportunities. <i>Urban Education</i> , 2007, 42, 470-501.	1.2	2
31	Exploring pre-service teachers'™ literacy practices with children from diverse backgrounds: Implications for teacher educators. <i>Teaching and Teacher Education</i> , 2007, 23, 898-915.	1.6	27
32	Negotiating Displacement Spaces: Exploring Teachers' Stories About Learning and Diversity. <i>Curriculum Inquiry</i> , 2006, 36, 35-62.	0.8	23
33	Learning to conduct teacher research: exploring the development of mediated understandings. <i>Teachers and Teaching: Theory and Practice</i> , 2005, 11, 73-94.	0.9	3
34	Guiding Three Middle School Students in Learning Written Academic Discourse. <i>Elementary School Journal</i> , 2003, 103, 481-502.	0.9	2
35	CREATING POSSIBILITIES TO READ OTHERS' WORLDS: EXPLORING A MEDIATOR'S ROLE IN BRIDGING CULTURAL AND LINGUISTIC BOUNDARIES. <i>Reading and Writing Quarterly</i> , 2000, 16, 361-379.	0.6	1
36	No Habla Inglés: Exploring A Bilingual Child's Literacy Learning Opportunities in A Predominantly English-Speaking Classroom. <i>Bilingual Research Journal</i> , 1998, 22, 175-200.	1.0	4

#	ARTICLE	IF	CITATIONS
37	Surveying and resonating with teacher concerns during COVID-19 pandemic. <i>Teachers and Teaching: Theory and Practice</i> , 0, , 1-18.	0.9	22
38	Teaching Reading to Every Child. , 0, , .		16
39	Exploring the discursive positioning of members of a literacy professional learning community. <i>Professional Development in Education</i> , 0, , 1-18.	1.7	2
40	“Because the rules out there are different” – a case study of pre-service teachers’™ experiences in remote Australian Indigenous education. <i>Asia Pacific Journal of Education</i> , 0, , 1-14.	1.2	1