

# DÃ©irdre NÃ¡- ChrÃ³inÃ¡n

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2836063/publications.pdf>

Version: 2024-02-01

39  
papers

841  
citations

687363

13  
h-index

552781

26  
g-index

41  
all docs

41  
docs citations

41  
times ranked

598  
citing authors

#	ARTICLE	IF	CITATIONS
1	Pedagogical principles that support the prioritisation of meaningful experiences in physical education: conceptual and practical considerations. <i>Physical Education and Sport Pedagogy</i> , 2022, 27, 455-466.	3.0	35
2	Digital education futures: design for doing education differently. <i>Irish Educational Studies</i> , 2022, 41, 1-4.	2.5	1
3	â€˜It's not a linear thing; there are a lot of intersecting circles': Factors influencing teachers' implementation of Meaningful Physical Education. <i>Teaching and Teacher Education</i> , 2022, 117, 103806.	3.2	7
4	What happened next? Exploring the sustainability of a whole-of-school physical activity initiative. <i>International Journal of Health Promotion and Education</i> , 2021, 59, 297-306.	0.9	12
5	â€˜Itâ€™s how PE should be!â€™: Classroom teachersâ€™ experiences of implementing Meaningful Physical Education. <i>European Physical Education Review</i> , 2021, 27, 666-683.	2.0	8
6	The why, what, and how of Meaningful Physical Education. , 2021, , 3-19.		6
7	COVID-19 and education: positioning the pandemic; facing the future. <i>Irish Educational Studies</i> , 2021, 40, 147-149.	2.5	5
8	An Actor-Oriented Perspective on Implementing a Pedagogical Innovation in a Cycling Unit. <i>Journal of Teaching in Physical Education</i> , 2021, 40, 652-661.	1.2	4
9	Teachersâ€™ Engagement With Professional Development to Support Implementation of Meaningful Physical Education. <i>Journal of Teaching in Physical Education</i> , 2021, , 1-10.	1.2	3
10	Playing to our strengths: Generalist teachersâ€™ experiences of class swapping for primary physical education. <i>European Physical Education Review</i> , 2020, 26, 571-586.	2.0	7
11	â€˜The world is a happier placeâ€™: Celebration in a whole-of-school physical activity initiative. <i>European Physical Education Review</i> , 2020, 26, 337-352.	2.0	6
12	â€˜Finding the imageâ€™: using photos to give voice to teacher educator professional learning. <i>Curriculum Studies in Health and Physical Education</i> , 2020, 11, 110-128.	1.4	2
13	Pre-service teachers articulating their learning about meaningful physical education. <i>European Physical Education Review</i> , 2020, 26, 885-902.	2.0	8
14	â€œWe Took Picturesâ€: Childrenâ€™s Meaning-Making in Physical Education. <i>Journal of Teaching in Physical Education</i> , 2020, 39, 216-226.	1.2	7
15	Primary school teachersâ€™ experiences of external providers in Ireland: learning lessons from physical education. <i>Irish Educational Studies</i> , 2019, 38, 327-341.	2.5	13
16	Using meaningful experiences as a vision for physical education teaching and teacher education practice. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 598-614.	3.0	15
17	A focus on the <i>how</i> of meaningful physical education in primary schools. <i>Sport, Education and Society</i> , 2019, 24, 624-637.	2.1	28
18	Supporting Collaborative Self-Study: An Exploration of Internal and External Critical Friendships. <i>Studying Teacher Education</i> , 2019, 15, 139-159.	1.4	28

#	ARTICLE	IF	CITATIONS
19	Developing deep understanding of teacher education practice through accessing and responding to pre-service teacher engagement with their learning. <i>Professional Development in Education</i> , 2019, 45, 832-847.	2.8	6
20	Using features of meaningful experiences to guide primary physical education practice. <i>European Physical Education Review</i> , 2019, 25, 599-615.	2.0	17
21	Attaining the Active School Flag: How physical activity provision can be enhanced in Irish primary schools. <i>European Physical Education Review</i> , 2019, 25, 76-88.	2.0	10
22	Teacher educatorsâ€™ enactment of pedagogies that prioritise learning about meaningful physical education. <i>Curriculum Studies in Health and Physical Education</i> , 2018, 9, 76-89.	1.4	15
23	Pedagogical principles of learning to teach meaningful physical education. <i>Physical Education and Sport Pedagogy</i> , 2018, 23, 117-133.	3.0	60
24	Meaningful Experiences in Physical Education and Youth Sport: A Review of the Literature. <i>Quest</i> , 2017, 69, 291-312.	1.2	180
25	Student voice as risky praxis: democratising physical education teacher education. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 459-472.	3.0	37
26	A Layered Approach to Critical Friendship as a Means to Support Pedagogical Innovation in Pre-service Teacher Education. <i>Studying Teacher Education</i> , 2016, 12, 302-319.	1.4	66
27	Off-balance: the integration of physical education content learning and Irish language learning in English-medium primary schools in Ireland. <i>Education 3-13</i> , 2016, 44, 566-576.	1.0	7
28	Using self-study to explore the processes of pedagogical innovation in physical education teacher education. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2015, 6, 273-286.	0.9	19
29	International Approaches to Whole-of-School Physical Activity Promotion. <i>Quest</i> , 2015, 67, 384-399.	1.2	56
30	â€œIn their shoesâ€œ: exploring a modified approach to peer observation of teaching in a university setting. <i>Innovations in Education and Teaching International</i> , 2014, 51, 218-229.	2.5	16
31	From initial teacher education through induction and beyond: a longitudinal study of primary teacher beliefs. <i>Irish Educational Studies</i> , 2014, 33, 451-466.	2.5	19
32	Teacher educators' perspectives on the implementation of beginning teacher standards for physical education in Ireland: developing and regulating the profession?. <i>European Journal of Teacher Education</i> , 2013, 36, 261-278.	3.7	7
33	Implementing formative assessment in primary physical education: teacher perspectives and experiences. <i>Physical Education and Sport Pedagogy</i> , 2013, 18, 219-233.	3.0	75
34	How can pre-service primary teachers' perspectives contribute to a pedagogy that problematises the â€œpracticalâ€œ in teacher education?. <i>Irish Educational Studies</i> , 2013, 32, 251-267.	2.5	7
35	Irish primary school teachers' experiences with Sport Education. <i>Irish Educational Studies</i> , 2012, 31, 207-222.	2.5	6
36	Flying the â€œActive School Flagâ€œ: physical activity promotion through self-evaluation in primary schools in Ireland. <i>Irish Educational Studies</i> , 2012, 31, 281-296.	2.5	11

#	ARTICLE	IF	CITATIONS
37	Pupils' and teachers' perceptions of a culminating festival within a sport education season in Irish primary schools. <i>Physical Education and Sport Pedagogy</i> , 2009, 14, 391-406.	3.0	23
38	Follow the leader? Generalist primary school teachers' experiences of informal physical education leadership. <i>Education 3-13</i> , 0, , 1-13.	1.0	3
39	Children's experiences of pedagogies that prioritise meaningfulness in primary physical education in Ireland. <i>Education 3-13</i> , 0, , 1-14.	1.0	5