

Fabienne Michelle Van der Kleij

List of Publications by Year in descending order

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Version: 2024-02-01

34
papers

1,524
citations

430874

18
h-index

477307

29
g-index

34
all docs

34
docs citations

34
times ranked

1081
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher and student perceptions of oral classroom feedback practices: a video-stimulated recall study. <i>Australian Educational Researcher</i> , 2023, 50, 353-370.	2.3	3
2	Comparability of Feedback in PISA 2015 across Culturally Diverse Countries. <i>Education Sciences</i> , 2022, 12, 145.	2.6	0
3	From fixing the work to improving the learner: An initial evaluation of a professional learning intervention using a new student-centred feedback model. <i>Studies in Educational Evaluation</i> , 2021, 68, 100943.	2.3	14
4	Student perceptions of assessment feedback: a critical scoping review and call for research. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 345-373.	2.3	35
5	Towards student-centred feedback practices: evaluating the impact of a professional learning intervention in primary schools. <i>Assessment in Education</i> , 2021, 28, 633-656.	1.2	1
6	Teachers activating learners: The effects of a student-centred feedback approach on writing achievement. <i>Teaching and Teacher Education</i> , 2021, 105, 103387.	3.2	21
7	Evaluation of the "Feedback Engagement Enhancement Tool"™ to examine and enhance students'™ engagement with feedback on their writing. <i>Studies in Educational Evaluation</i> , 2020, 66, 100907.	2.3	10
8	Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. <i>International Journal of Educational Research</i> , 2020, 103, 101602.	2.2	75
9	Towards effective feedback: an investigation of teachers'™ and students'™ perceptions of oral feedback in classroom practice. <i>Assessment in Education</i> , 2020, 27, 252-270.	1.2	16
10	Contesting educational assessment policies in Australia. <i>Journal of Education Policy</i> , 2019, 34, 836-857.	2.8	10
11	Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics. <i>Teaching and Teacher Education</i> , 2019, 85, 175-189.	3.2	60
12	A meta-review of the student role in feedback. <i>International Journal of Educational Research</i> , 2019, 98, 303-323.	2.2	53
13	Feasibility and Value of Using a GoPro Camera and iPad to Study Teacher-Student Assessment Feedback Interactions. <i>Methodology of Educational Measurement and Assessment</i> , 2019, , 339-359.	0.4	5
14	Formative Assessment and Feedback Using Information Technology. <i>Springer International Handbooks of Education</i> , 2018, , 1-15.	0.1	1
15	Formative Assessment and Feedback Using Information Technology. <i>Springer International Handbooks of Education</i> , 2018, , 1-15.	0.1	0
16	Reconceptualising the role of teachers as assessors: teacher assessment identity. <i>Assessment in Education</i> , 2018, 25, 442-467.	1.2	107
17	Policy expectations and support for teacher formative assessment in Australian education reform. <i>Assessment in Education</i> , 2018, 25, 620-637.	1.2	19
18	Formative Assessment and Feedback Using Information Technology. <i>Springer International Handbooks of Education</i> , 2018, , 601-615.	0.1	7

#	ARTICLE	IF	CITATIONS
19	The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning. <i>British Educational Research Journal</i> , 2018, 44, 704-723.	2.5	25
20	Diverse perspectives on student agency in classroom assessment. <i>Australian Educational Researcher</i> , 2018, 45, 1-12.	2.3	38
21	Effects of feedback elaboration and feedback timing during computer-based practice in mathematics problem solving. <i>Computers and Education</i> , 2017, 110, 154-169.	8.3	61
22	Using video technology to enable student voice in assessment feedback. <i>British Journal of Educational Technology</i> , 2017, 48, 1092-1105.	6.3	28
23	The Role of Feedback Report Characteristics and User Professionalisation in Using Student Monitoring Systems for Data-Driven Decision Making. , 2017, , 77-92.		0
24	Prerequisites for data-based decision making in the classroom: Research evidence and practical illustrations. <i>Teaching and Teacher Education</i> , 2016, 60, 377-386.	3.2	87
25	A systematic review of prerequisites for implementing assessment for learning in classroom practice. <i>Educational Research Review</i> , 2016, 17, 50-62.	7.8	142
26	Effective Enactment of Assessment for Learning and Student Diversity in Australia. <i>The Enabling Power of Assessment</i> , 2016, , 55-73.	0.5	23
27	Effects of Feedback in a Computer-Based Learning Environment on Students' Learning Outcomes. <i>Review of Educational Research</i> , 2015, 85, 475-511.	7.5	379
28	Integrating data-based decision making, Assessment for Learning and diagnostic testing in formative assessment. <i>Assessment in Education</i> , 2015, 22, 324-343.	1.2	57
29	Towards valid score reports in the Computer Program LOVS: A redesign study. <i>Studies in Educational Evaluation</i> , 2014, 43, 24-39.	2.3	14
30	The contribution of TIMSS to the link between school and classroom factors and student achievement. <i>Journal of Curriculum Studies</i> , 2013, 45, 198-224.	2.1	31
31	Interpretation of the score reports from the Computer Program LOVS by teachers, internal support teachers and principals. <i>Studies in Educational Evaluation</i> , 2013, 39, 144-152.	2.3	21
32	Effects of feedback in a computer-based assessment for learning. <i>Computers and Education</i> , 2012, 58, 263-272.	8.3	153
33	The effectiveness of methods for providing written feedback through a computer-based assessment for learning: a systematic review. <i>Cadmo</i> , 2011, , 21-38.	0.1	27
34	Towards an Integrative Formative Approach of Data-Driven Decision Making, Assessment for Learning, and Diagnostic Testing. , 0, , .		1