Oliver McGarr

List of Publications by Year
in descending order

54 papers	843 citations	623734 14 h-index	580821 25 g-index
54 all docs	54 docs citations	54 times ranked	593 citing authors

#	Article	IF	Citations
1	A framework for teachers' integration of ICT into their classroom practice. Computers and Education, 2011, 57, 1469-1483.	8.3	126
2	Exploring the theory-practice gap in initial teacher education: moving beyond questions of relevance to issues of power and authority. Journal of Education for Teaching, 2017, 43, 48-60.	2.0	49
3	Exploring the digital competence of pre-service teachers on entry onto an initial teacher education programme in Ireland. Irish Educational Studies, 2021, 40, 115-128.	2.5	45
4	The use of virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: implications for reflective practice. Journal of Education for Teaching, 2021, 47, 274-286.	2.0	40
5	The development of ICT across the curriculum in Irish schools: A historical perspective. British Journal of Educational Technology, 2009, 40, 1094-1108.	6.3	39
6	Enhancing the Student Experiment Experience: Visible Scientific Inquiry Through a Virtual Chemistry Laboratory. Research in Science Education, 2013, 43, 1571-1592.	2.3	36
7	The use of virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: implications for reflective practice. Journal of Education for Teaching, 2020, 46, 159-169.	2.0	36
8	'Just Be Quiet and Listen to Exactly What He's Saying': Conceptualising power relations in inquiry-oriented classrooms. International Journal of Science Education, 2014, 36, 2029-2054.	1.9	33
9	Scaffolding or stifling? The influence of journal requirements on students' engagement in reflective practice. Reflective Practice, 2010, 11, 579-591.	1.4	31
10	Reflecting to Conform? Exploring Irish Student Teachers' Discourses in Reflective Practice. Journal of Educational Research, 2014, 107, 267-280.	1.6	29
11	Monopolising the STEM agenda in second-level schools: exploring power relations and subject subcultures. International Journal of Technology and Design Education, 2017, 27, 51-62.	2.6	29
12	The role of the teaching principal in promoting ICT use in small primary schools in Ireland. Technology, Pedagogy and Education, 2009, 18, 87-102.	5.4	27
13	The use of case-based learning in the development of student teachers' levels of moral reasoning. European Journal of Teacher Education, 2014, 37, 312-330.	3.7	23
14	Exploring Spanish pre-service teachers' talk in relation to ICT: balancing different expectations between the university and practicum school. Technology, Pedagogy and Education, 2018, 27, 199-209.	5.4	16
15	Teacher professional development and ICT: an investigation of teachers studying a postgraduate award in ICT in education. Irish Educational Studies, 2007, 26, 145-162.	2.5	15
16	Examining the role of the ICT coordinator in Irish post-primary schools. Technology, Pedagogy and Education, 2013, 22, 267-282.	5.4	15
17	Navigating the system: Physiotherapy student perceptions of performance-based assessment. Medical Teacher, 2018, 40, 928-933.	1.8	15
18	Exploring the Evolution of Educational Technology Policy in Ireland: From Catching-Up to Pedagogical Maturity. Educational Policy, 2021, 35, 841-865.	2.0	15

#	Article	IF	Citations
19	Education for sustainable development in technology education in Irish schools: a curriculum analysis. International Journal of Technology and Design Education, 2010, 20, 317-332.	2.6	14
20	Examining supervising field instructors' reporting and assessment of technology use by pre-service teachers on school placement. Computers and Education, 2020, 146, 103753.	8.3	14
21	Peer-supported collaborative inquiry in teacher education: exploring the influence of peer discussions on pre-service teachers' levels of critical reflection. Irish Educational Studies, 2019, 38, 245-261.	2.5	13
22	An Investigation of University Students and Professionals' Professional STEM Identity Status. Journal of Science Education and Technology, 2020, 29, 536-546.	3.9	13
23	Introducing the PEAT model to frame professional digital competence in teacher education. Nordic Journal of Comparative and International Education, 2021, 5, 5-17.	0.7	13
24	Difficulty and self‐efficacy: An exploratory study. British Journal of Educational Technology, 2020, 51, 281-296.	6.3	12
25	Exploring pre-service teachers' justifications for one-to-one technology use in schools: implications for initial teacher education. Technology, Pedagogy and Education, 2020, 29, 477-490.	5.4	12
26	"Biting one's lip" and "distancing" exploring pre-service teachers' strategies in dysfunctional professional relationships. Asia-Pacific Journal of Teacher Education, 2018, 46, 369-383.	1.9	10
27	Exploring pre-service teachers' future intentions to use technology through the use of comics. Teaching and Teacher Education, 2019, 83, 99-109.	3.2	10
28	Flexibility in higher education: an Irish perspective. Irish Educational Studies, 2014, 33, 419-434.	2.5	9
29	Technology leadership or technology somnambulism? Exploring the discourse of integration amongst information and communication technology coordinators. Irish Educational Studies, 2015, 34, 55-68.	2.5	9
30	Digital competence in teacher education: comparing national policies in Norway, Ireland and Spain. Learning, Media and Technology, 2021, 46, 483-497.	3.2	9
31	Negotiating Subject Hierarchies. Educational Policy, 2016, 30, 721-739.	2.0	8
32	By-passing teachers in the marketing of digital technologies: the synergy of educational technology discourse and new public management practices. Learning, Media and Technology, 2022, 47, 440-455.	3.2	8
33	Counterfactual mutation of critical classroom incidents: implications for reflective practice in initial teacher education. European Journal of Teacher Education, 2016, 39, 36-52.	3.7	7
34	Problematizing spatial literacy within the school curriculum. International Journal of Technology and Design Education, 2019, 29, 685-700.	2.6	7
35	Curricular responses to Computer Science provision in schools: current provision and alternative possibilities. Curriculum Journal, 2020, 31, 745-756.	1.5	7
36	The futile quest for honesty in reflective writing: recognising self-criticism as a form of self-enhancement. Teaching in Higher Education, 2020, 25, 902-908.	2.6	7

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37	Illusions of specificity in power-laden clinical performance assessment. Medical Teacher, 2018, 40, 313-314.	1.8	5
38	Students' perceptions of lecturer power and authority in a higher education PBL business programme. Teaching in Higher Education, 2022, 27, 615-631.	2.6	5
39	Exploring students' justifications for studying a master's degree in business through problem-based learning. Innovations in Education and Teaching International, 2020, , 1-10.	2.5	4
40	Recycled teacher memories and upcycled teacher memories: categorising pre-service teachers' recollections of past teachers. Cambridge Journal of Education, 2019, 49, 623-635.	2.4	3
41	Analysing the construction of 'sustainability' in lower secondary school technology syllabi in Ireland. Environmental Education Research, 2021, 27, 992-1010.	2.9	3
42	What about the gatekeepers? School principals' and school guidance counsellors' attitudes towards computer science in secondary schools. Computer Science Education, 2023, 33, 168-185.	3.7	3
43	Underneath the veneer of techno-positivity – exploring teachers' perspectives on technology use in Further Education and Training. Teachers and Teaching: Theory and Practice, 2020, 26, 414-427.	1.9	3
44	Unpacking secondary school technology teachers' interpretations and experiences of teaching 'problem-solving'. International Journal of Technology and Design Education, 2023, 33, 123-142.	2.6	3
45	Comparing discourses on reflective practice in teacher education policy in Ireland and Norway: critical reflection or performance management?. European Journal of Teacher Education, 2022, 45, 395-413.	3.7	2
46	Using autobiographical comics to explore life stories and school experiences of pre‐service early childhood educators. British Educational Research Journal, 2020, 46, 1152-1170.	2.5	2
47	'NEVER LET THE FACTS GET IN THE WAY OF A GOOD STORY': EXPLORING PREVALENT DISCOURSES IN THE REPORTING OF THE OECD STUDENTS, COMPUTERS AND LEARNING STUDY IN THE NATIONAL MEDIA IN IRELAND. , 2016, , .		2
48	Digital education futures in Irish educational policy: tempering commercial influence through an exploration of emerging ethical, environmental and educational realities. Irish Educational Studies, 2022, 41, 135-149.	2.5	2
49	What is caught rather than taught: messages of professionalism communicated by teacher educators. Journal of Education for Teaching, 2023, 49, 5-20.	2.0	2
50	An Irish perspective on initial teacher education: How teacher educators can respond to an awareness of the 'absurd'. Educational Philosophy and Theory, 0, , 1-9.	1.8	1
51	Digital divide in post-primary schools. , 2013, , 277-303.		1
52	An Investigation of Preservice Teachers' Apprenticeship of Observation Through a Lens of Autobiographical Memory. Journal of Teacher Education, 0, , 002248712210871.	3.5	1
53	Pre-service early childhood educators' career motivations: moving from a thematic analysis to recognising the performative nature of talk and text. SN Social Sciences, 2021, 1, 1.	0.7	0
54	"Foreclosing" a teaching career? An exploration of the career decisions of undergraduate pre-service teachers' through the lens of Identity Status Theory. Teaching and Teacher Education, 2022, 115, 103744.	3.2	0