

Oliver McGarr

List of Publications by Year in descending order

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Version: 2024-02-01

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	What about the gatekeepers? School principals' and school guidance counsellors' attitudes towards computer science in secondary schools. <i>Computer Science Education</i> , 2023, 33, 168-185.	3.7	3
2	Unpacking secondary school technology teachers' interpretations and experiences of teaching 'problem-solving'. <i>International Journal of Technology and Design Education</i> , 2023, 33, 123-142.	2.6	3
3	What is caught rather than taught: messages of professionalism communicated by teacher educators. <i>Journal of Education for Teaching</i> , 2023, 49, 5-20.	2.0	2
4	Comparing discourses on reflective practice in teacher education policy in Ireland and Norway: critical reflection or performance management?. <i>European Journal of Teacher Education</i> , 2022, 45, 395-413.	3.7	2
5	Students' perceptions of lecturer power and authority in a higher education PBL business programme. <i>Teaching in Higher Education</i> , 2022, 27, 615-631.	2.6	5
6	By-passing teachers in the marketing of digital technologies: the synergy of educational technology discourse and new public management practices. <i>Learning, Media and Technology</i> , 2022, 47, 440-455.	3.2	8
7	Digital education futures in Irish educational policy: tempering commercial influence through an exploration of emerging ethical, environmental and educational realities. <i>Irish Educational Studies</i> , 2022, 41, 135-149.	2.5	2
8	'Foreclosing' a teaching career? An exploration of the career decisions of undergraduate pre-service teachers through the lens of Identity Status Theory. <i>Teaching and Teacher Education</i> , 2022, 115, 103744.	3.2	0
9	Exploring the Evolution of Educational Technology Policy in Ireland: From Catching-Up to Pedagogical Maturity. <i>Educational Policy</i> , 2021, 35, 841-865.	2.0	15
10	The use of virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: implications for reflective practice. <i>Journal of Education for Teaching</i> , 2021, 47, 274-286.	2.0	40
11	Exploring the digital competence of pre-service teachers on entry onto an initial teacher education programme in Ireland. <i>Irish Educational Studies</i> , 2021, 40, 115-128.	2.5	45
12	Pre-service early childhood educators' career motivations: moving from a thematic analysis to recognising the performative nature of talk and text. <i>SN Social Sciences</i> , 2021, 1, 1.	0.7	0
13	Analysing the construction of 'sustainability' in lower secondary school technology syllabi in Ireland. <i>Environmental Education Research</i> , 2021, 27, 992-1010.	2.9	3
14	Digital competence in teacher education: comparing national policies in Norway, Ireland and Spain. <i>Learning, Media and Technology</i> , 2021, 46, 483-497.	3.2	9
15	Introducing the PEAT model to frame professional digital competence in teacher education. <i>Nordic Journal of Comparative and International Education</i> , 2021, 5, 5-17.	0.7	13
16	Difficulty and self-efficacy: An exploratory study. <i>British Journal of Educational Technology</i> , 2020, 51, 281-296.	6.3	12
17	Examining supervising field instructors' reporting and assessment of technology use by pre-service teachers on school placement. <i>Computers and Education</i> , 2020, 146, 103753.	8.3	14
18	Exploring students' justifications for studying a master's degree in business through problem-based learning. <i>Innovations in Education and Teaching International</i> , 2020, , 1-10.	2.5	4

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19	Using autobiographical comics to explore life stories and school experiences of pre-service early childhood educators. <i>British Educational Research Journal</i> , 2020, 46, 1152-1170.	2.5	2
20	An Investigation of University Students and Professionals' Professional STEM Identity Status. <i>Journal of Science Education and Technology</i> , 2020, 29, 536-546.	3.9	13
21	Curricular responses to Computer Science provision in schools: current provision and alternative possibilities. <i>Curriculum Journal</i> , 2020, 31, 745-756.	1.5	7
22	Exploring pre-service teachers' justifications for one-to-one technology use in schools: implications for initial teacher education. <i>Technology, Pedagogy and Education</i> , 2020, 29, 477-490.	5.4	12
23	The use of virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: implications for reflective practice. <i>Journal of Education for Teaching</i> , 2020, 46, 159-169.	2.0	36
24	The futile quest for honesty in reflective writing: recognising self-criticism as a form of self-enhancement. <i>Teaching in Higher Education</i> , 2020, 25, 902-908.	2.6	7
25	Underneath the veneer of techno-positivity – exploring teachers' perspectives on technology use in Further Education and Training. <i>Teachers and Teaching: Theory and Practice</i> , 2020, 26, 414-427.	1.9	3
26	Exploring pre-service teachers' future intentions to use technology through the use of comics. <i>Teaching and Teacher Education</i> , 2019, 83, 99-109.	3.2	10
27	Recycled teacher memories and upcycled teacher memories: categorising pre-service teachers' recollections of past teachers. <i>Cambridge Journal of Education</i> , 2019, 49, 623-635.	2.4	3
28	Peer-supported collaborative inquiry in teacher education: exploring the influence of peer discussions on pre-service teachers' levels of critical reflection. <i>Irish Educational Studies</i> , 2019, 38, 245-261.	2.5	13
29	Problematizing spatial literacy within the school curriculum. <i>International Journal of Technology and Design Education</i> , 2019, 29, 685-700.	2.6	7
30	Exploring Spanish pre-service teachers' talk in relation to ICT: balancing different expectations between the university and practicum school. <i>Technology, Pedagogy and Education</i> , 2018, 27, 199-209.	5.4	16
31	Navigating the system: Physiotherapy student perceptions of performance-based assessment. <i>Medical Teacher</i> , 2018, 40, 928-933.	1.8	15
32	'Biting one's lip' and 'distancing' – exploring pre-service teachers' strategies in dysfunctional professional relationships. <i>Asia-Pacific Journal of Teacher Education</i> , 2018, 46, 369-383.	1.9	10
33	Illusions of specificity in power-laden clinical performance assessment. <i>Medical Teacher</i> , 2018, 40, 313-314.	1.8	5
34	Monopolising the STEM agenda in second-level schools: exploring power relations and subject subcultures. <i>International Journal of Technology and Design Education</i> , 2017, 27, 51-62.	2.6	29
35	Exploring the theory-practice gap in initial teacher education: moving beyond questions of relevance to issues of power and authority. <i>Journal of Education for Teaching</i> , 2017, 43, 48-60.	2.0	49
36	Negotiating Subject Hierarchies. <i>Educational Policy</i> , 2016, 30, 721-739.	2.0	8

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37	Counterfactual mutation of critical classroom incidents: implications for reflective practice in initial teacher education. <i>European Journal of Teacher Education</i> , 2016, 39, 36-52.	3.7	7
38	â€œNEVER LET THE FACTS GET IN THE WAY OF A GOOD STORYâ€™: EXPLORING PREVALENT DISCOURSES IN THE REPORTING OF THE OECD STUDENTS, COMPUTERS AND LEARNING STUDY IN THE NATIONAL MEDIA IN IRELAND. , 2016, , .		2
39	Technology leadership or technology somnambulism? Exploring the discourse of integration amongst information and communication technology coordinators. <i>Irish Educational Studies</i> , 2015, 34, 55-68.	2.5	9
40	â€œJust Be Quiet and Listen to Exactly What He's Saying': Conceptualising power relations in inquiry-oriented classrooms. <i>International Journal of Science Education</i> , 2014, 36, 2029-2054.	1.9	33
41	The use of case-based learning in the development of student teachersâ€™ levels of moral reasoning. <i>European Journal of Teacher Education</i> , 2014, 37, 312-330.	3.7	23
42	Reflecting to Conform? Exploring Irish Student Teachersâ€™ Discourses in Reflective Practice. <i>Journal of Educational Research</i> , 2014, 107, 267-280.	1.6	29
43	Flexibility in higher education: an Irish perspective. <i>Irish Educational Studies</i> , 2014, 33, 419-434.	2.5	9
44	Enhancing the Student Experiment Experience: Visible Scientific Inquiry Through a Virtual Chemistry Laboratory. <i>Research in Science Education</i> , 2013, 43, 1571-1592.	2.3	36
45	Examining the role of the ICT coordinator in Irish post-primary schools. <i>Technology, Pedagogy and Education</i> , 2013, 22, 267-282.	5.4	15
46	Digital divide in post-primary schools. , 2013, , 277-303.		1
47	A framework for teachersâ€™ integration of ICT into their classroom practice. <i>Computers and Education</i> , 2011, 57, 1469-1483.	8.3	126
48	Education for sustainable development in technology education in Irish schools: a curriculum analysis. <i>International Journal of Technology and Design Education</i> , 2010, 20, 317-332.	2.6	14
49	Scaffolding or stifling? The influence of journal requirements on studentsâ€™ engagement in reflective practice. <i>Reflective Practice</i> , 2010, 11, 579-591.	1.4	31
50	The development of ICT across the curriculum in Irish schools: A historical perspective. <i>British Journal of Educational Technology</i> , 2009, 40, 1094-1108.	6.3	39
51	The role of the teaching principal in promoting ICT use in small primary schools in Ireland. <i>Technology, Pedagogy and Education</i> , 2009, 18, 87-102.	5.4	27
52	Teacher professional development and ICT: an investigation of teachers studying a postgraduate award in ICT in education. <i>Irish Educational Studies</i> , 2007, 26, 145-162.	2.5	15
53	An Irish perspective on initial teacher education: How teacher educators can respond to an awareness of the â€œabsurdâ€™. <i>Educational Philosophy and Theory</i> , 0, , 1-9.	1.8	1
54	An Investigation of Preservice Teachersâ€™ Apprenticeship of Observation Through a Lens of Autobiographical Memory. <i>Journal of Teacher Education</i> , 0, , 002248712210871.	3.5	1