

Christine Harrison

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3197561/publications.pdf>

Version: 2024-02-01

14
papers

283
citations

1163117

8
h-index

1199594

12
g-index

15
all docs

15
docs citations

15
times ranked

173
citing authors

#	ARTICLE	IF	CITATIONS
1	Validity in teachers'™ summative assessments. <i>Assessment in Education</i> , 2010, 17, 215-232.	1.2	63
2	Can teachers'™ summative assessments produce dependable results and also enhance classroom learning?. <i>Assessment in Education</i> , 2011, 18, 451-469.	1.2	59
3	Evidence-Based Professional Development of Science Teachers in Two Countries. <i>International Journal of Science Education</i> , 2008, 30, 577-591.	1.9	41
4	Collaborative action research as a tool for generating formative feedback on teachers'™ classroom assessment practice: the KREST project. <i>Teachers and Teaching: Theory and Practice</i> , 2013, 19, 202-213.	1.9	31
5	Teachers'™ beliefs about inquiry-based learning and its impact on formative assessment practice. <i>Research in Science and Technological Education</i> , 2020, 38, 355-376.	2.5	25
6	Supporting teacher responsiveness in assessment for learning through disciplined noticing. <i>Curriculum Journal</i> , 2018, 29, 464-478.	1.5	21
7	Assessment for Learning in Science Classrooms. <i>Journal of Research in Stem Education</i> , 2015, 1, 78-86.	1.1	12
8	Exploring assessment in STEM inquiry learning classrooms. <i>International Journal of Science Education</i> , 2021, 43, 345-361.	1.9	10
9	Budding biology teachers: what have botanical gardens got to offer inquiry learning. <i>Journal of Biological Education</i> , 2018, 52, 283-293.	1.5	6
10	Assessment On-the-Fly: Promoting and Collecting Evidence of Learning Through Dialogue. <i>Contributions From Science Education Research</i> , 2018, , 83-107.	0.5	5
11	The what, when & how factors: reflections on classroom assessment in the service of inquiry. <i>International Journal of Science Education</i> , 2021, 43, 449-465.	1.9	4
12	Boundary Crossing during Pre-service Teacher Training: empowering or hampering professional growth?. <i>Cultural Studies of Science Education</i> , 2018, 13, 1129-1133.	1.3	3
13	Changing Assessment Practices in Science Classrooms. , 2013, , 347-358.		3
14	Intentional Professional Learning Design: Models, Tools, and the Synergies they Produce Supporting Teacher Growth. <i>Educational Assessment</i> , 2020, 25, 331-354.	1.5	0