

Kari Smith

List of Publications by Year in descending order

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38
papers

1,248
citations

361413

20
h-index

395702

33
g-index

40
all docs

40
docs citations

40
times ranked

734
citing authors

#	ARTICLE	IF	CITATIONS
1	Balancing teacher educators'™ researcherly and pedagogical dispositions " an example from Norway. Asia-Pacific Journal of Teacher Education, 2022, 50, 328-342.	1.9	3
2	Educating teachers for the future school- the challenge of bridging between perceptions of quality teaching and policy decisions:reflections from Norway. European Journal of Teacher Education, 2021, 44, 383-398.	3.7	5
3	Expansive Learning for Teacher Educators- The Story of the Norwegian National Research School in Teacher Education (NAFOL). Frontiers in Education, 2020, 5, .	2.1	12
4	Teacher educators as teachers and as researchers. European Journal of Teacher Education, 2019, 42, 429-432.	3.7	11
5	The Janus faced teacher educator. European Journal of Teacher Education, 2019, 42, 433-446.	3.7	27
6	Students' perceptions of teachers' feedback practice in teaching English as a foreign language. Teaching and Teacher Education, 2019, 85, 260-268.	3.2	41
7	Developing teachers'™ responsive pedagogy in mathematics, does it lead to short-term effects on student learning?. Cogent Education, 2019, 6, 1676568.	1.5	9
8	Teaching About Teaching: Teacher Educators'™ and Student Teachers'™ Perspectives from Norway. , 2019, , 123-137.		6
9	Towards an "international forum for teacher educator development"™: an agenda for research and action. European Journal of Teacher Education, 2018, 41, 120-134.	3.7	69
10	Shared language of feedback and assessment. Perception of teachers and students in three Icelandic secondary schools. Studies in Educational Evaluation, 2018, 56, 52-58.	2.3	22
11	What and how student teachers learn during their practicum as a foundation for further professional development. Professional Development in Education, 2018, 44, 638-649.	2.8	28
12	Accountability in Teacher Education in Norway: A Case of Mistrust and Trust. Teacher Education, Learning Innovation and Accountability, 2018, , 19-35.	1.1	6
13	Ethical aspects of professional dilemmas in the first year of teaching. Professional Development in Education, 2017, 43, 236-252.	2.8	14
14	Teachers' perceived professional space and their agency. Teaching and Teacher Education, 2017, 62, 37-46.	3.2	76
15	Learning from the past to shape the future. European Journal of Teacher Education, 2017, 40, 630-646.	3.7	20
16	Leaving teaching: lack of resilience or sign of agency?. Teachers and Teaching: Theory and Practice, 2017, 23, 928-945.	1.9	38
17	Collaborative teacher educator professional development in Europe: different voices, one goal. Professional Development in Education, 2017, 43, 556-572.	2.8	31
18	Educating for the future: A conceptual framework of responsive pedagogy. Cogent Education, 2016, 3, 1227021.	1.5	47

#	ARTICLE	IF	CITATIONS
19	An Emerging Understanding of Mentorsâ€™ Knowledge Base. , 2015, , 299-312.		5
20	Influencing and facilitating conditions for developing reflective assessment practice. Professional Development in Education, 2014, 40, 450-466.	2.8	4
21	Vocational Students Experiences with Assessment in Workplace Learning. Vocations and Learning, 2014, 7, 241-261.	1.9	15
22	â€œIt is the situation that makes it difficultâ€™: Experiences of nursing students faced with a high-stakes drug calculation test. Nurse Education in Practice, 2014, 14, 350-356.	2.6	24
23	Student perceptions of classroom feedback. Assessment in Education, 2013, 20, 150-169.	1.2	99
24	Formative assessment of teacher learning: issues about quality, design characteristics and impact on teacher learning. Teachers and Teaching: Theory and Practice, 2013, 19, 228-234.	1.9	6
25	The multi-faceted teacher educator: a Norwegian perspective. Journal of Education for Teaching, 2011, 37, 337-349.	2.0	43
26	Dual roles â€œ conflicting purposes: a comparative study on perceptions on assessment in mentoring relations during practicum. European Journal of Teacher Education, 2011, 34, 139-159.	3.7	50
27	Professional development of teachersâ€™A prerequisite for AfL to be successfully implemented in the classroom. Studies in Educational Evaluation, 2011, 37, 55-61.	2.3	51
28	Stability in motivation during teacher education. Journal of Education for Teaching, 2010, 36, 169-185.	2.0	69
29	Assessing the Practicum in teacher education â€œ Do we want candidates and mentors to agree?. Studies in Educational Evaluation, 2010, 36, 36-41.	2.3	27
30	Assessment orientation in formative assessment of learning to teach. Teachers and Teaching: Theory and Practice, 2009, 15, 391-405.	1.9	8
31	Novice in secondary school â€œ the coin has two sides. Teaching and Teacher Education, 2009, 25, 835-842.	3.2	47
32	Postgraduate Certificate in Education (PGCE) and student motivation. European Journal of Teacher Education, 2009, 32, 111-134.	3.7	33
33	Videopapers â€œ an attempt to narrow the notorious gap between theory and practice in teacher education. Technology, Pedagogy and Education, 2009, 18, 269-278.	5.4	9
34	Becoming a community of practiceâ€™the blurred identity of clinical faculty teacher educators. Teacher Development, 2007, 11, 313-334.	0.7	17
35	Empowering school- and university-based teacher educators as assessors: A schoolâ€™university cooperation. Educational Research and Evaluation, 2007, 13, 279-293.	1.6	28
36	Action research as a bridge between preâ€™service teacher education and inâ€™service professional development for students and teacher educators. European Journal of Teacher Education, 2005, 28, 293-310.	3.7	76

#	ARTICLE	IF	CITATIONS
37	Teacher educators's™ expertise: what do novice teachers and teacher educators say?. Teaching and Teacher Education, 2005, 21, 177-192.	3.2	160
38	Students's™ perceptions of assessment practices in upper secondary school during COVID-19. Teachers and Teaching: Theory and Practice, 0, , 1-14.	1.9	4