Martin Brown

List of Publications by Year
in descending order

44 papers	442 citations	840119 11 h-index	940134 16 g-index
46 all docs	46 docs citations	46 times ranked	156 citing authors

#	Article	IF	Citations
1	Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. Educational Assessment, Evaluation and Accountability, 2020, 32, 395-424.	1.3	29
2	Aiding culturally responsive assessment in schools in a globalising world. Educational Assessment, Evaluation and Accountability, 2020, 32, 5-27.	1.3	29
3	Irish teachers, starting on a journey of data use for school self-evaluation. Studies in Educational Evaluation, 2019, 60, 1-13.	1.2	25
4	Adopting and adapting: school leaders in the age of data-informed decision making. Educational Assessment, Evaluation and Accountability, 2018, 30, 133-158.	1.3	23
5	Exploring the Changing Face of School Inspections. Egitim Arastirmalari - Eurasian Journal of Educational Research, 2016, 16, 1-35.	0.7	23
6	Evaluating the impact of distributed culturally responsive leadership in a disadvantaged rural primary school in Ireland. Educational Management Administration and Leadership, 2019, 47, 457-474.	2.2	21
7	External specialist support for school self-evaluation: Testing a model of support in Irish post-primary schools. Evaluation, 2017, 23, 61-79.	0.7	20
8	Parent and student voice in evaluation and planning in schools. Improving Schools, 2020, 23, 85-102.	0.6	20
9	Quality and the rise of value-added in education: The case of Ireland. Policy Futures in Education, 2016, 14, 810-829.	1.2	19
10	Learning by doing: evaluating the key features of a professional development intervention for teachers in data-use, as part of whole school self-evaluation process. Professional Development in Education, 2022, 48, 273-297.	1.7	16
11	Integrated Co-Professional Evaluation? Converging Approaches to School Evaluation Across Frontiers. Australian Journal of Teacher Education, 2018, 43, 76-90.	0.4	16
12	Challenges and supports towards the integration of ePortfolios in education. Lessons to be learned from Ireland. Heliyon, 2018, 4, e00899.	1.4	14
13	Enacting school self-evaluation: the policy actors in Irish schools. International Studies in Sociology of Education, 2023, 32, 694-716.	1.1	14
14	Inspectors and the Process of Self-Evaluation in Ireland. Accountability and Educational Improvement, 2017, , 71-96.	0.3	12
15	For improvement, accountability, or the economy? Reflecting on the purpose(s) of school self-evaluation in Ireland. Journal of Educational Administration and History, 2022, 54, 158-173.	1.4	11
16	Is it all memory recall? An empirical investigation of intellectual skill requirements in Leaving Certificate examination papers in Ireland. Irish Educational Studies, 2018, 37, 351-372.	1.5	10
17	Policy and practice: including parents and students in school self-evaluation. Irish Educational Studies, 2020, 39, 511-534.	1.5	10
18	Polycentric inspection: A catalyst for sparking positive interactions in educational networks. Evaluation, 2020, 26, 76-97.	0.7	9

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19	Assessment with and for Migration Background Students-Cases from Europe. Egitim Arastirmalari - Eurasian Journal of Educational Research, 2019, 19, 1-30.	0.7	9
20	Student voice and classroom practice: how students are consulted in contexts without traditions of student voice. Pedagogy, Culture and Society, 2023, 31, 955-974.	1.8	9
21	Middle leaders as policy translators: prime actors in the enactment of policy. Journal of Education Policy, 2023, 38, 567-585.	2.1	9
22	Global messages from the edge of Europe the cause and effect of leadership and planning strategies during the COVID-19 pandemic. Irish Educational Studies, 2021, 40, 151-159.	1.5	8
23	Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. Policy Futures in Education, 2022, 20, 580-607.	1.2	8
24	The Rise and Fall and Rise of Academic Selection: The Case of Northern Ireland. Irish Studies in International Affairs, 2021, 32, 477-498.	0.1	8
25	Exploring parent and student engagement in school self-evaluation in four European countries. European Educational Research Journal, 2021, 20, 159-175.	1.4	7
26	Student voice and the school hierarchy: the disconnect between senior leaders and teachers. Oxford Review of Education, 2022, 48, 606-621.	1.4	7
27	Virtual Reality in Initial Teacher Education (VRITE): a reverse mentoring model of professional learning for learning leaders. Irish Educational Studies, 2022, 41, 245-256.	1.5	6
28	All aboard or still at check-in? Teacher educators' use of digital technologies: Lessons from a small island. Education and Information Technologies, 2019, 24, 3785-3802.	3.5	5
29	Researching how student voice plays out in relation to classroom practice in Irish post-primary schools: a heuristic device. Irish Educational Studies, 2023, 42, 297-314.	1.5	5
30	The potential, limitations and evaluation of education networks in a monocentric system. Revista De Investigacion Educativa, 2019, 38, 33-52.	0.4	4
31	Educational networks: a key driving force for school development in a time of crisis and change. SHS Web of Conferences, 2021, 98, 02003.	0.1	4
32	Embedding Self-Evaluation in School Routines. SAGE Open, 2021, 11, 215824402110525.	0.8	4
33	Quality assurance in Irish schools: Inspection and school self-evaluation. Administration, 2020, 68, 161-180.	0.2	4
34	Teacher Accountability in Education: The Irish Experiment. , 2016, , 359-381.		3
35	Deconstructing the challenges and opportunities for blended learning in the post emergency learning era. Irish Educational Studies, 2022, 41, 71-84.	1.5	3
36	The Evolution of Academic Selection in Northern Ireland. , 2022, , 371-399.		3

#	Article	IF	Citations
37	Preparing teachers for diversity: how are teacher education systems responding to cultural diversity â€" the case of Austria and Ireland. Teachers and Teaching: Theory and Practice, 0, , 1-18.	0.9	3
38	Operating educational networks in Northern Ireland: the EQI shaped professional learning network. SHS Web of Conferences, 2021, 98, 01003.	0.1	2
39	Culturally responsive classroom-based assessment A case study of secondary schools in Ireland. Revista De Investigacion Educativa, 2022, 40, 15-32.	0.4	2
40	Progressing Culturally Responsive Assessment for Higher Education Institutions. Diversity in Higher Education, 2019, , 63-85.	0.1	1
41	School self-evaluation an international or country specific imperative for school improvement?. International Journal of Educational Research Open, 2021, 2, 100063.	1.0	1
42	Students as co-researchers in a school self-evaluation process. Improving Schools, 2022, 25, 83-96.	0.6	1
43	Drivers for student and parent voice in school self-evaluation activities. Studies in Educational Evaluation, 2021, 71, 101067.	1.2	1
44	Evidence-Informed Practice in the Context of the Republic of Ireland. , 2022, , 69-82.		1