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	Enacting school self-evaluation: the policy actors in Irish schools. International Studies in Sociology of Education, 2023, 32, 694-716.	1.1	14
2	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
3	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
4	Middle leaders as policy translators: prime actors in the enactment of policy. Journal of Education Policy, 2023, 38, 567-585.	2.1	9
5	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
6	Students as co-researchers in a school self-evaluation process. Improving Schools, 2022, 25, 83-96.	0.6	1
7	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
8	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
9	Evidence-Informed Practice in the Context of the Republic of Ireland. , 2022, , 69-82.		1
10	Culturally responsive classroom-based assessment A case study of secondary schools in Ireland. Revista De Investigacion Educativa, 2022, 40, 15-32.	0.4	2
11	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
12	Deconstructing the challenges and opportunities for blended learning in the post emergency learning era. Irish Educational Studies, 2022, 41, 71-84.	1.5	3
13	Student voice and the school hierarchy: the disconnect between senior leaders and teachers. Oxford Review of Education, 2022, 48, 606-621.	1.4	7
14	The Evolution of Academic Selection in Northern Ireland. , 2022, , 371-399.		3
15	Exploring parent and student engagement in school self-evaluation in four European countries. European Educational Research Journal, 2021, 20, 159-175.	1.4	7
16	School self-evaluation an international or country specific imperative for school improvement?. International Journal of Educational Research Open, 2021, 2, 100063.	1.0	1
17	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
18	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

#	Article	IF	Citations
19	Drivers for student and parent voice in school self-evaluation activities. Studies in Educational Evaluation, 2021, 71, 101067.	1.2	1
20	Operating educational networks in Northern Ireland: the EQI shaped professional learning network. SHS Web of Conferences, 2021, 98, 01003.	0.1	2
21	Embedding Self-Evaluation in School Routines. SAGE Open, 2021, 11, 215824402110525.	0.8	4
22	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
23	Polycentric inspection: A catalyst for sparking positive interactions in educational networks. Evaluation, 2020, 26, 76-97.	0.7	9
24	Parent and student voice in evaluation and planning in schools. Improving Schools, 2020, 23, 85-102.	0.6	20
25	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
26	Policy and practice: including parents and students in school self-evaluation. Irish Educational Studies, 2020, 39, 511-534.	1.5	10
27	Aiding culturally responsive assessment in schools in a globalising world. Educational Assessment, Evaluation and Accountability, 2020, 32, 5-27.	1.3	29
28	Quality assurance in Irish schools: Inspection and school self-evaluation. Administration, 2020, 68, 161-180.	0.2	4
29	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
30	Progressing Culturally Responsive Assessment for Higher Education Institutions. Diversity in Higher Education, 2019, , 63-85.	0.1	1
31	Irish teachers, starting on a journey of data use for school self-evaluation. Studies in Educational Evaluation, 2019, 60, 1-13.	1.2	25
32	The potential, limitations and evaluation of education networks in a monocentric system. Revista De Investigacion Educativa, 2019, 38, 33-52.	0.4	4
33	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
34	Assessment with and for Migration Background Students-Cases from Europe. Egitim Arastirmalari - Eurasian Journal of Educational Research, 2019, 19, 1-30.	0.7	9
35	Challenges and supports towards the integration of ePortfolios in education. Lessons to be learned from Ireland. Heliyon, 2018, 4, e00899.	1.4	14
36	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

#	ARTICLE	IF	CITATIONS
37	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
38	Integrated Co-Professional Evaluation? Converging Approaches to School Evaluation Across Frontiers. Australian Journal of Teacher Education, 2018, 43, 76-90.	0.4	16
39	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
40	Inspectors and the Process of Self-Evaluation in Ireland. Accountability and Educational Improvement, 2017, , 71-96.	0.3	12
41	Quality and the rise of value-added in education: The case of Ireland. Policy Futures in Education, 2016, 14, 810-829.	1.2	19
42	Teacher Accountability in Education: The Irish Experiment. , 2016, , 359-381.		3
43	Exploring the Changing Face of School Inspections. Egitim Arastirmalari - Eurasian Journal of Educational Research, 2016, 16, 1-35.	0.7	23
44	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