

Siv M Gamlem

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5517273/publications.pdf>

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13
papers

279
citations

1307594

7
h-index

1125743

13
g-index

14
all docs

14
docs citations

14
times ranked

163
citing authors

#	ARTICLE	IF	CITATIONS
1	Mapping the quality of teacher–pupil interactions in lessons with and without the use of tablets during a typical school day in first grade. <i>Cambridge Journal of Education</i> , 2022, 52, 473-493.	2.4	1
2	Examining students’ feedback engagement and assessment experiences: a mixed study. <i>Studies in Higher Education</i> , 2021, 46, 2325-2337.	4.5	27
3	Teacher–student interactions and feedback in English as a foreign language classrooms. <i>Cambridge Journal of Education</i> , 2020, 50, 371-389.	2.4	11
4	Study protocol: DigiHand – the emergence of handwriting skills in digital classrooms. <i>Nordic Journal of Literacy Research</i> , 2020, 6, .	0.2	5
5	Mapping Teaching Through Interactions and Pupils’ Learning in Mathematics. <i>SAGE Open</i> , 2019, 9, 215824401986148.	1.7	10
6	Systematic observation with two analytic video-score approaches and loss of instructional time in lessons. <i>Cogent Education</i> , 2019, 6, 1664841.	1.5	4
7	Developing teachers’ responsive pedagogy in mathematics, does it lead to short-term effects on student learning?. <i>Cogent Education</i> , 2019, 6, 1676568.	1.5	9
8	Pupils’ Information Processing and Its Implications for Learning and Assessment: A Think-Aloud Study. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 520-533.	1.7	1
9	Teachers’ assessment experiences and perceptions in the practical-aesthetic subjects. <i>Scandinavian Journal of Educational Research</i> , 2016, 60, 649-662.	1.7	3
10	Educating for the future: A conceptual framework of responsive pedagogy. <i>Cogent Education</i> , 2016, 3, 1227021.	1.5	47
11	Feedback to support learning: changes in teachers’ practice and beliefs. <i>Teacher Development</i> , 2015, 19, 461-482.	0.7	23
12	Mapping the quality of feedback to support students’ learning in lower secondary classrooms. <i>Cambridge Journal of Education</i> , 2014, 44, 75-92.	2.4	39
13	Student perceptions of classroom feedback. <i>Assessment in Education</i> , 2013, 20, 150-169.	1.2	99