

Janet E Dymnt

List of Publications by Year in descending order

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Version: 2024-02-01

63
papers

1,994
citations

257101

24
h-index

264894

42
g-index

66
all docs

66
docs citations

66
times ranked

1428
citing authors

#	ARTICLE	IF	CITATIONS
1	Keeping the Party in Full Swing: Findings on Online Student Engagement With Teacher Education Students. <i>Journal of Continuing Higher Education</i> , 2023, 71, 40-58.	0.6	3
2	Overboard! The turbulent waters of outdoor education in neoliberal post-secondary contexts. <i>Journal of Outdoor and Environmental Education</i> , 2021, 24, 1-17.	0.7	5
3	Outdoor Education and Pedagogical Content Knowledge: More Than Class Five Rapids. <i>International Explorations in Outdoor and Environmental Education</i> , 2021, , 173-186.	0.4	1
4	Online initial teacher education: a systematic review of the literature. <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 316-333.	1.2	37
5	“It showed me that I was not dumb”™ the role of flexible learning programmes in enabling cognitive (re)-engagement. <i>International Journal of Inclusive Education</i> , 2020, 24, 809-827.	1.5	5
6	What future/s for outdoor and environmental education in a world that has contended with COVID-19?. <i>Journal of Outdoor and Environmental Education</i> , 2020, 23, 93-117.	0.7	59
7	Beyond busy work: rethinking the measurement of online student engagement. <i>Higher Education Research and Development</i> , 2020, 39, 1440-1453.	1.9	31
8	Everyday, Local, Nearby, Healthy Childhoodnature Settings as Sites for Promoting Children’s Health and Well-Being. <i>Springer International Handbooks of Education</i> , 2020, , 1155-1180.	0.1	1
9	The role of flexible learning programs in enabling behavioural engagement. <i>Emotional and Behavioural Difficulties</i> , 2019, 24, 405-420.	0.7	2
10	Chronicling engagement: students’ experience of online learning over time. <i>Distance Education</i> , 2019, 40, 262-277.	2.5	79
11	Pedagogical content knowledge and the teaching of outdoor education. <i>Journal of Adventure Education and Outdoor Learning</i> , 2018, 18, 303-322.	1.2	11
12	“I did think it was a bit strange taking outdoor education online”™: exploration of initial teacher education students’ online learning experiences in a tertiary outdoor education unit. <i>Journal of Adventure Education and Outdoor Learning</i> , 2018, 18, 70-85.	1.2	27
13	Wilding pedagogy in an unexpected landscape: reflections and possibilities in initial teacher education. <i>Journal of Outdoor and Environmental Education</i> , 2018, 21, 277-292.	0.7	7
14	Everyday, Local, Nearby, Healthy Childhoodnature Settings as Sites for Promoting Children’s Health and Well-Being. <i>Springer International Handbooks of Education</i> , 2018, , 1-26.	0.1	1
15	“There was nowhere to hide” the surprising discovery of how weekly web conferences facilitated engagement for online initial teacher education students. <i>Asia-Pacific Journal of Teacher Education</i> , 2018, 46, 399-418.	1.2	6
16	Hopes and Prospects for the Sustainability Cross-Curriculum Priority: Provocations From a State-Wide Case Study. <i>Australian Journal of Environmental Education</i> , 2016, 32, 225-242.	1.4	18
17	“AJEE” Special Issue” 18th ASEE Biennial Conference, Hobart, Tasmania, November 2-5, 2014 Sustainability: Smart Strategies for the 21st Century. <i>Australian Journal of Environmental Education</i> , 2016, 32, iii-vi.	1.4	1
18	“You want us to teach outdoor education where?”™ Reflections on teaching outdoor education online. <i>Journal of Adventure Education and Outdoor Learning</i> , 2016, 16, 303-317.	1.2	13

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19	“It is my decision, and it's really up to me. But they wanted me to do it”: an exploration of choice in enrolling in a reengagement programme. <i>International Journal of Inclusive Education</i> , 2016, 20, 1172-1187.	1.5	4
20	Is outdoor education a discipline? Insights, gaps and future directions. <i>Journal of Adventure Education and Outdoor Learning</i> , 2016, 16, 146-159.	1.2	26
21	“I’m just not that comfortable with technology”: student perceptions of and preferences for Web 2.0 technologies in reflective journals. <i>Journal of Further and Higher Education</i> , 2016, 40, 392-411.	1.4	15
22	The transition from primary to secondary school: Teachers’ perspectives. <i>Australian Educational Researcher</i> , 2016, 43, 289-307.	1.6	32
23	Sustainability as a cross-curricular priority in the Australian Curriculum: a Tasmanian investigation. <i>Environmental Education Research</i> , 2015, 21, 1105-1126.	1.6	44
24	Is outdoor education a discipline? Provocations and possibilities. <i>Journal of Adventure Education and Outdoor Learning</i> , 2015, 15, 193-208.	1.2	41
25	You mean I have to teach sustainability too? Initial teacher education students’ perspectives on the sustainability cross-curriculum priority. <i>Australian Journal of Teacher Education</i> , 2015, 40, .	0.4	23
26	Exploring how Adults who Work with Young Children Conceptualise Sustainability and Describe their Practice Initiatives. <i>Australasian Journal of Early Childhood</i> , 2014, 39, 14-22.	0.8	37
27	Curriculum development in outdoor education: Tasmanian teachers’ perspectives on the new pre-tertiary Outdoor Leadership course. <i>Journal of Adventure Education and Outdoor Learning</i> , 2014, 14, 82-99.	1.2	9
28	The impact of professional development on early childhood educators’ confidence, understanding and knowledge of education for sustainability. <i>Environmental Education Research</i> , 2014, 20, 660-679.	1.6	52
29	Pedagogical approaches to exploring theory-practice relationships in an outdoor education teacher education programme. <i>Asia-Pacific Journal of Teacher Education</i> , 2014, 42, 167-185.	1.2	8
30	When the Ink Runs Dry: Implications for Theory and Practice When Educators Stop Keeping Reflective Journals. <i>Innovative Higher Education</i> , 2014, 39, 417-429.	1.5	15
31	Literacy and Students’ Transition into Secondary School. , 2014, , 291-300.		4
32	Teacher Educators' Readiness, Preparation, and Perceptions of Preparing Preservice Teachers in a Fully Online Environment: An Exploratory Study. <i>Teacher Educator</i> , 2013, 48, 96-109.	0.8	108
33	Factors that limit and enable preschool-aged children’s physical activity on child care centre playgrounds. <i>Journal of Early Childhood Research</i> , 2013, 11, 203-221.	0.9	39
34	The impact of playground design on play choices and behaviors of pre-school children. <i>Children's Geographies</i> , 2013, 11, 263-280.	1.6	64
35	Framing Teacher Educator Engagement in an Online Environment. <i>Australian Journal of Teacher Education</i> , 2013, 38, .	0.4	12
36	The Intersection of Physical Activity Opportunities and the Role of Early Childhood Educators during Outdoor Play: Perceptions and Reality. <i>Australasian Journal of Early Childhood</i> , 2012, 37, 90-98.	0.8	35

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37	The case of reflective journals: is the jury still out?. <i>Reflective Practice</i> , 2011, 12, 47-59.	0.7	78
38	Assessing the quality of reflection in student journals: a review of the research. <i>Teaching in Higher Education</i> , 2011, 16, 81-97.	1.7	130
39	Health and physical education pre-service teacher perceptions of journals as a reflective tool in experience-based learning. <i>European Physical Education Review</i> , 2011, 17, 135-151.	1.2	7
40	The Intersection of Web 2.0 Technologies and Reflective Journals: An Investigation of Possibilities, Potential and Pitfalls. <i>Journal of Outdoor Recreation, Education, and Leadership</i> , 2011, 3, .	0.1	10
41	Where do children choose to play on the school ground? The influence of green design. <i>Education</i> 3-13, 2010, 38, 177-189.	0.6	41
42	The Quality of Reflection in Student Journals: A Review of Limiting and Enabling Factors. <i>Innovative Higher Education</i> , 2010, 35, 233-244.	1.5	64
43	The relationship between school ground design and intensity of physical activity. <i>Children's Geographies</i> , 2009, 7, 261-276.	1.6	136
44	“Our garden is colour blind, inclusive and warm”: reflections on green school grounds and social inclusion. <i>International Journal of Inclusive Education</i> , 2008, 12, 169-183.	1.5	33
45	Grounds for health: the intersection of green school grounds and health-promoting schools. <i>Environmental Education Research</i> , 2008, 14, 77-90.	1.6	107
46	Student Participation in School Ground Greening Initiatives in Canada: Reflections on Research Design Decisions and Key Findings. , 2008, , 241-255.		4
47	Journal Writing on Wilderness Expeditions as a Tool for Sustainability Education—Reflections on the Potential and the Reality. <i>Applied Environmental Education and Communication</i> , 2007, 6, 139-148.	0.6	7
48	Active by Design: Promoting Physical Activity through School Ground Greening. <i>Children's Geographies</i> , 2007, 5, 463-477.	1.6	63
49	Grounds for movement: green school grounds as sites for promoting physical activity. <i>Health Education Research</i> , 2007, 23, 952-962.	1.0	139
50	Reflections on using journals in higher education: a focus group discussion with faculty. <i>Assessment and Evaluation in Higher Education</i> , 2006, 31, 671-691.	3.9	38
51	Maximizing the Potential of Journals: A Workshop for Recreation and Leisure Students. <i>SCHOLE A Journal of Leisure Studies and Recreation Education</i> , 2005, 20, 135-139.	0.6	2
52	Green School Grounds as Sites for Outdoor Learning: Barriers and Opportunities. <i>International Research in Geographical and Environmental Education</i> , 2005, 14, 28-45.	0.8	139
53	“There's only so much money hot dog sales can bring in”: The intersection of green school grounds and socio-economic status. <i>Children's Geographies</i> , 2005, 3, 307-323.	1.6	13
54	A call for sustainability education in post-secondary outdoor recreation programs. <i>International Journal of Sustainability in Higher Education</i> , 2005, 6, 81-94.	1.6	18

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55	Maximizing the Potential of Journals: A Workshop for Recreation and Leisure Students. SCHOLE A Journal of Leisure Studies and Recreation Education, 2004, 19, 186-190.	0.6	2
56	Reflections on the 7th Invitational Seminar on Research and Development in Health and Environmental Education: Anchorage, Alaska, USA, October 2003. Environmental Education Research, 2004, 10, 563-574.	1.6	6
57	Journals of post secondary outdoor recreation students: The results of a content analysis. Journal of Adventure Education and Outdoor Learning, 2004, 4, 159-171.	1.2	20
58	The Development and Implementation of Outdoor-Based Secondary School Integrated Programs. Applied Environmental Education and Communication, 2004, 3, 47-53.	0.6	16
59	Effects of a Workshop on Perceptions of Journaling in University Outdoor Education Field Courses: An Exploratory Study. Journal of Experiential Education, 2003, 26, 75-87.	0.6	18
60	A Toolkit for Gender-Inclusive Wilderness Leadership. Journal of Physical Education, Recreation and Dance, 2003, 74, 28-32.	0.1	11
61	Challenging Homogeneity in Post-Secondary Outdoor Recreation Programs. SCHOLE A Journal of Leisure Studies and Recreation Education, 2003, 18, 110-114.	0.6	1
62	Can Journaling Be Taught? An Exploratory Study. Journal of Outdoor and Environmental Education, 2003, 7, 61-62.	0.7	0
63	“Journal Writing is Something We Have to Learn on Our Own” The Results of A Focus Group Discussion With Recreation Students. SCHOLE A Journal of Leisure Studies and Recreation Education, 2003, 18, 23-37.	0.6	13