

Ashley J Casey

List of Publications by Year in descending order

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Version: 2024-02-01

46
papers

1,904
citations

361413

20
h-index

289244

40
g-index

47
all docs

47
docs citations

47
times ranked

897
citing authors

#	ARTICLE	IF	CITATIONS
1	Fidelity in Models-Based Practice Research in Sport Pedagogy: A Guide for Future Investigations. <i>Journal of Teaching in Physical Education</i> , 2014, 33, 422-431.	1.2	161
2	Can Cooperative Learning Achieve the Four Learning Outcomes of Physical Education? A Review of Literature. <i>Quest</i> , 2015, 67, 56-72.	1.2	148
3	Models-based practice: great white hope or white elephant?. <i>Physical Education and Sport Pedagogy</i> , 2014, 19, 18-34.	3.0	139
4	Innovation with change: developing a community of practice to help teachers move beyond the "honeymoon" of pedagogical renovation. <i>Physical Education and Sport Pedagogy</i> , 2015, 20, 186-203.	3.0	137
5	Tweet me, message me, like me: using social media to facilitate pedagogical change within an emerging community of practice. <i>Sport, Education and Society</i> , 2014, 19, 927-943.	2.1	116
6	Rethinking the relationship between pedagogy, technology and learning in health and physical education. <i>Sport, Education and Society</i> , 2017, 22, 288-304.	2.1	109
7	Adopting a models-based approach to teaching physical education. <i>Physical Education and Sport Pedagogy</i> , 2018, 23, 294-310.	3.0	105
8	Action research in physical education: focusing beyond myself through cooperative learning. <i>Educational Action Research</i> , 2009, 17, 407-423.	1.5	79
9	Hiding behind the camera: social learning within the Cooperative Learning Model to engage girls in physical education. <i>Sport, Education and Society</i> , 2014, 19, 712-734.	2.1	73
10	Trading Places: From Physical Education Teachers to Teacher Educators. <i>Journal of Teaching in Physical Education</i> , 2012, 31, 362-380.	1.2	70
11	The implementation of models-based practice in physical education through action research. <i>European Physical Education Review</i> , 2009, 15, 175-199.	2.0	69
12	Using digital technology to enhance student engagement in physical education. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2011, 2, 51-66.	0.9	59
13	Social media and teacher professional learning communities. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 421-433.	3.0	58
14	The Challenges of Models-Based Practice in Physical Education Teacher Education: A Collaborative Self-Study. <i>Journal of Teaching in Physical Education</i> , 2014, 33, 403-421.	1.2	47
15	Cooperative Learning in Physical Education and Physical Activity. , 0, , .		47
16	Flipped learning, pedagogy and digital technology: Establishing consistent practice to optimise lesson time. <i>European Physical Education Review</i> , 2020, 26, 70-84.	2.0	46
17	A self-study using action research: changing site expectations and practice stereotypes. <i>Educational Action Research</i> , 2012, 20, 219-232.	1.5	32
18	Between hope and happening: Problematizing the M and the P in models-based practice. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 111-122.	3.0	32

#	ARTICLE	IF	CITATIONS
19	“Seeing the trees not just the wood”: steps and not just journeys in teacher action research. <i>Educational Action Research</i> , 2013, 21, 147-163.	1.5	31
20	A case study of wikis and student-designed games in physical education. <i>Technology, Pedagogy and Education</i> , 2010, 19, 79-91.	5.4	27
21	Cooperative learning in physical education encountering Dewey’s educational theory. <i>European Physical Education Review</i> , 2020, 26, 1023-1037.	2.0	27
22	Model Fidelity and Students’ Responses to an Authenticated Unit of Cooperative Learning. <i>Journal of Teaching in Physical Education</i> , 2015, 34, 642-660.	1.2	26
23	Cooperative Learning and the Affective Domain. <i>Journal of Physical Education, Recreation and Dance</i> , 2019, 90, 12-17.	0.3	24
24	Students and teacher responses to a unit of student-designed games. <i>Physical Education and Sport Pedagogy</i> , 2011, 16, 295-312.	3.0	21
25	Practice architectures and sustainable curriculum renewal. <i>Journal of Curriculum Studies</i> , 2017, 49, 235-254.	2.1	21
26	Paying the piper: the costs and consequences of academic advancement. <i>Sport, Education and Society</i> , 2017, 22, 105-121.	2.1	19
27	Student learning during a unit of student-designed games. <i>Physical Education and Sport Pedagogy</i> , 2011, 16, 331-350.	3.0	16
28	Practitioner research. <i>European Physical Education Review</i> , 2013, 19, 76-90.	2.0	16
29	“œl just remember rugby”: Re-membering Physical Education as More Than a Sport. <i>Research Quarterly for Exercise and Sport</i> , 2015, 86, 40-50.	1.4	16
30	Appreciative inquiry for physical education and sport pedagogy research: a methodological illustration through teachers’ uses of digital technology. <i>Sport, Education and Society</i> , 2021, 26, 45-57.	2.1	14
31	Social media as a tool for generating sustained and in-depth insights into sport and exercise practitioners’ ongoing practices. <i>Qualitative Research in Sport, Exercise and Health</i> , 2018, 10, 1-16.	5.9	13
32	Physical education teachers' use of practitioner inquiry: effective, enjoyable and relevant professional learning. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2013, 4, 19-33.	0.9	12
33	Examination physical education: adhering to pedagogies of the classroom when coming in from the cold. <i>Physical Education and Sport Pedagogy</i> , 2015, 20, 347-365.	3.0	11
34	Sport education as a cooperative learning endeavour. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 375-387.	3.0	10
35	A narrative inquiry into the experience of negotiating the dominant stories of physical education: living, telling, re-telling and re-living. <i>Sport, Education and Society</i> , 2016, 21, 114-130.	2.1	9
36	Using the TGFU tactical hierarchy to enhance student understanding of game play. Expanding the Target Games category. (El uso de la jerarquía táctica de TGFU para mejorar la comprensión del juego) <i>Tj ETQq0 0,0 rgBT /Qverlock 1</i> 135-141.		

#	ARTICLE	IF	CITATIONS
37	Conducting Practitioner Research in Physical Education and Youth Sport. , 0, , .		8
38	A salutogenic strengths-based approach in practice – an illustration from a school in Sweden. Curriculum Studies in Health and Physical Education, 2018, 9, 237-252.	1.4	7
39	What are we being told about how to teach games? A three-dimensional analysis of comparative research into different instructional studies in Physical Education and School Sports. (¿QuÃ© sabemos) Tj ETQq1 1 0.784314 rgBT / Internacional De Ciencias Del Deporte, 2010, 6, 37-56.	0.2	7
40	“œlt”s Groundhog Day” Foucault”s Governmentality and Crisis Discourses in Physical Education. Quest, 2018, 70, 438-455.	1.2	5
41	Atividade fÃsica para saÃde, Covid-19 e mÃdias sociais:. Movimento, 0, , e28024.	0.5	5
42	(In)Sights from 40 Years of Practitioner Action Research in Education: Perspectives from the US, UK and Australia. , 2015, , 122-138.		4
43	Exploring pedagogies of digital technology in physical education through appreciative inquiry. , 2018, , 69-86.		4
44	Joey: Social Media as a Tool for Professional Development. , 2016, , 121-136.		4
45	Examining student-designed games through Suits' theory of games. Sport, Education and Society, 2016, 21, 1230-1248.	2.1	3
46	Through the Looking Glass: Distortions of Self and Context in Teacher Education. Self-study of Teaching and Teacher Education Practices, 2014, , 75-85.	0.3	3