

# Ashley J Casey

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6335059/publications.pdf>

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	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
2	Sport education as a cooperative learning endeavour. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 375-387.	3.0	10
3	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
4	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
5	Cooperative learning in physical education encountering Dewey's educational theory. <i>European Physical Education Review</i> , 2020, 26, 1023-1037.	2.0	27
6	Social media and teacher professional learning communities. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 421-433.	3.0	58
7	Cooperative Learning and the Affective Domain. <i>Journal of Physical Education, Recreation and Dance</i> , 2019, 90, 12-17.	0.3	24
8	Deleuze's Groundhog Day, Foucault's Governmentality and Crisis Discourses in Physical Education. <i>Quest</i> , 2018, 70, 438-455.	1.2	5
9	Adopting a models-based approach to teaching physical education. <i>Physical Education and Sport Pedagogy</i> , 2018, 23, 294-310.	3.0	105
10	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
11	A salutogenic strengths-based approach in practice – an illustration from a school in Sweden. <i>Curriculum Studies in Health and Physical Education</i> , 2018, 9, 237-252.	1.4	7
12	Exploring pedagogies of digital technology in physical education through appreciative inquiry. , 2018, , 69-86.		4
13	Practice architectures and sustainable curriculum renewal. <i>Journal of Curriculum Studies</i> , 2017, 49, 235-254.	2.1	21
14	Paying the piper: the costs and consequences of academic advancement. <i>Sport, Education and Society</i> , 2017, 22, 105-121.	2.1	19
15	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
16	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
17	Examining student-designed games through Suits' theory of games. <i>Sport, Education and Society</i> , 2016, 21, 1230-1248.	2.1	3
18	Joey: Social Media as a Tool for Professional Development. , 2016, , 121-136.		4

#	ARTICLE	IF	CITATIONS
19	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
20	â€œJust remember rugbyâ€: Re-membering Physical Education as More Than a Sport. <i>Research Quarterly for Exercise and Sport</i> , 2015, 86, 40-50.	1.4	16
21	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
22	Innovation with change: developing a community of practice to help teachers move beyond the â€œhoneymoonâ€ of pedagogical renovation. <i>Physical Education and Sport Pedagogy</i> , 2015, 20, 186-203.	3.0	137
23	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
24	(In)Sights from 40 Years of Practitioner Action Research in Education: Perspectives from the US, UK and Australia. , 2015, , 122-138.		4
25	Models-based practice: great white hope or white elephant?. <i>Physical Education and Sport Pedagogy</i> , 2014, 19, 18-34.	3.0	139
26	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
27	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
28	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
29	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
30	Through the Looking Glass: Distortions of Self and Context in Teacher Education. <i>Self-study of Teaching and Teacher Education Practices</i> , 2014, , 75-85.	0.3	3
31	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
32	Practitioner research. <i>European Physical Education Review</i> , 2013, 19, 76-90.	2.0	16
33	â€œSeeing the trees not just the woodâ€: steps and not just journeys in teacher action research. <i>Educational Action Research</i> , 2013, 21, 147-163.	1.5	31
34	A self-study using action research: changing site expectations and practice stereotypes. <i>Educational Action Research</i> , 2012, 20, 219-232.	1.5	32
35	Trading Places: From Physical Education Teachers to Teacher Educators. <i>Journal of Teaching in Physical Education</i> , 2012, 31, 362-380.	1.2	70
36	Using the TGFU tactical hierarchy to enhance student understanding of game play. Expanding the Target Games category. (El uso de la jerarquÃa tÃctica de TGFU para mejorar la comprensiÃn del juego) <i>Tj ETQq0 0,0 rgBT /Qverlock 1</i> 135-141.		

#	ARTICLE	IF	CITATIONS
37	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
38	Student learning during a unit of student-designed games. <i>Physical Education and Sport Pedagogy</i> , 2011, 16, 331-350.	3.0	16
39	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
40	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
41	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. ( <i>¿QuÃ© sabemos</i> ) <i>Tj ETQq1 1 0.784314 rgBT / Dv</i> <i>Internacional De Ciencias Del Deporte</i> , 2010, 6, 37-56.	0.2	7
42	Action research in physical education: focusing beyond myself through cooperative learning. <i>Educational Action Research</i> , 2009, 17, 407-423.	1.5	79
43	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
44	Cooperative Learning in Physical Education and Physical Activity. , 0, , .		47
45	Conducting Practitioner Research in Physical Education and Youth Sport. , 0, , .		8
46	Atividade fÃsica para saÃde, Covid-19 e mÃdias sociais:. <i>Movimento</i> , 0, , e28024.	0.5	5