

Gavin T L Brown

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6392196/publications.pdf>

Version: 2024-02-01

146
papers

4,393
citations

117453

34
h-index

143772

57
g-index

159
all docs

159
docs citations

159
times ranked

2033
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher assessment literacy in practice: A reconceptualization. <i>Teaching and Teacher Education</i> , 2016, 58, 149-162.	1.6	307
2	Teachers' conceptions of assessment: implications for policy and professional development. <i>Assessment in Education</i> , 2004, 11, 301-318.	0.7	255
3	The Future of Student Self-Assessment: a Review of Known Unknowns and Potential Directions. <i>Educational Psychology Review</i> , 2016, 28, 803-830.	5.1	175
4	Student Self-Assessment. , 2013, , 367-393.		140
5	A cyclical self-assessment process: towards a model of how students engage in self-assessment. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 1247-1262.	3.9	135
6	Assessment for student improvement: understanding Hong Kong teachers'™ conceptions and practices of assessment. <i>Assessment in Education</i> , 2009, 16, 347-363.	0.7	115
7	Opportunities and obstacles to consider when using peer- and self-assessment to improve student learning: Case studies into teachers' implementation. <i>Teaching and Teacher Education</i> , 2013, 36, 101-111.	1.6	110
8	Students'™ conceptions of assessment: Links to outcomes. <i>Assessment in Education</i> , 2008, 15, 3-17.	0.7	103
9	Teachers'™ conceptions of assessment in Chinese contexts: A tripartite model of accountability, improvement, and irrelevance. <i>International Journal of Educational Research</i> , 2011, 50, 307-320.	1.2	101
10	Teachers' Conceptions of Assessment: Validation of an Abridged Version. <i>Psychological Reports</i> , 2006, 99, 166-170.	0.9	96
11	Accuracy in the scoring of writing: Studies of reliability and validity using a New Zealand writing assessment system. <i>Assessing Writing</i> , 2004, 9, 105-121.	1.7	95
12	Measuring Attitude with Positively Packed Self-Report Ratings: Comparison of Agreement and Frequency Scales. <i>Psychological Reports</i> , 2004, 94, 1015-1024.	0.9	92
13	Queensland teachers'™ conceptions of assessment: The impact of policy priorities on teacher attitudes. <i>Teaching and Teacher Education</i> , 2011, 27, 210-220.	1.6	91
14	Student conceptions of feedback: Impact on self-regulation, self-efficacy, and academic achievement. <i>British Journal of Educational Psychology</i> , 2016, 86, 606-629.	1.6	91
15	Toward an Understanding of Preservice English as a Foreign Language Teachers'™ Acceptance of Computer-Assisted Language Learning 2.0 in the People's™ Republic of China. <i>Journal of Educational Computing Research</i> , 2018, 56, 74-104.	3.6	86
16	Accuracy in student self-assessment: directions and cautions for research. <i>Assessment in Education</i> , 2015, 22, 444-457.	0.7	81
17	Understanding classroom feedback practices: A study of New Zealand student experiences, perceptions, and emotional responses. <i>Educational Assessment, Evaluation and Accountability</i> , 2014, 26, 107-133.	1.3	71
18	Prospective Teachers' Conceptions of Assessment: A Cross-Cultural Comparison. <i>Spanish Journal of Psychology</i> , 2012, 15, 75-89.	1.1	68

#	ARTICLE	IF	CITATIONS
19	Teacher beliefs about feedback within an assessment for learning environment: Endorsement of improved learning over student well-being. <i>Teaching and Teacher Education</i> , 2012, 28, 968-978.	1.6	65
20	Using multi-group confirmatory factor analysis to evaluate cross-cultural research: identifying and understanding non-invariance. <i>International Journal of Research and Method in Education</i> , 2017, 40, 66-90.	1.1	63
21	Use of interactive“informal assessment practices: New Zealand secondary students' conceptions of assessment. <i>Learning and Instruction</i> , 2009, 19, 97-111.	1.9	62
22	Teachersâ€™ reasons for using peer assessment: positive experience predicts use. <i>European Journal of Psychology of Education</i> , 2017, 32, 133-156.	1.3	61
23	Secondary school students' conceptions of learning and their relationship to achievement. <i>Learning and Individual Differences</i> , 2010, 20, 167-176.	1.5	60
24	The future of self-assessment in classroom practice: Reframing self- assessment as a core competency. <i>Frontline Learning Research</i> , 2014, , .	0.4	60
25	The complexity of teachersâ€™ conceptions of assessment: tensions between the needs of schools and students. <i>Assessment in Education</i> , 2009, 16, 365-381.	0.7	59
26	Self-regulation of assessment beliefs and attitudes: a review of the Studentsâ€™ Conceptions of Assessment inventory. <i>Educational Psychology</i> , 2011, 31, 731-748.	1.2	57
27	Illustrating assessment: how Hong Kong university students conceive of the purposes of assessment. <i>Studies in Higher Education</i> , 2013, 38, 1037-1057.	2.9	55
28	Measuring connectedness to nature in preschool children in an urban setting and its relation to psychological functioning. <i>PLoS ONE</i> , 2018, 13, e0207057.	1.1	49
29	Conducting Online Surveys in China. <i>Social Science Computer Review</i> , 2018, 36, 721-734.	2.6	47
30	Teachersâ€™ conceptions of assessment: Comparing primary and secondary teachers in New Zealand. <i>Assessment Matters</i> , 2011, 3, 45-70.	0.4	46
31	Studentsâ€™ Conceptions of Assessment. <i>European Journal of Psychological Assessment</i> , 2009, 25, 30-38.	1.7	45
32	Not playing the game: student assessment resistance as a form of agency. <i>Australian Educational Researcher</i> , 2018, 45, 125-140.	1.6	44
33	Chinese teachersâ€™ conceptions of assessment for and of learning: Six competing and complementary purposes. <i>Cogent Education</i> , 2015, 2, 993836.	0.6	43
34	Achievement emotions in higher education: A diary study exploring emotions across an assessment event. <i>Contemporary Educational Psychology</i> , 2015, 42, 82-96.	1.6	43
35	The impact of conceptions of assessment on assessment literacy in a teacher education program. <i>Cogent Education</i> , 2016, 3, 1225380.	0.6	42
36	Teachers' conceptions of excellent teaching and its relationships to self-reported teaching practices. <i>Teaching and Teacher Education</i> , 2012, 28, 936-947.	1.6	39

#	ARTICLE	IF	CITATIONS
37	The effect of high-stakes examination systems on teacher beliefs: Egyptian teachers'™ conceptions of assessment. <i>Assessment in Education</i> , 2014, 21, 16-33.	0.7	39
38	TEACHERS' CONCEPTIONS OF ASSESSMENT: VALIDATION OF AN ABRIDGED VERSION. <i>Psychological Reports</i> , 2006, 99, 166.	0.9	39
39	Technology for School-Based Assessment and Assessment for Learning: Development Principles from New Zealand. <i>Journal of Educational Technology Systems</i> , 2007, 36, 189-201.	3.6	37
40	Ecological rationality in teachers' conceptions of assessment across samples from Cyprus and New Zealand. <i>European Journal of Psychology of Education</i> , 2011, 26, 319-337.	1.3	36
41	Understanding outcome-based education changes in teacher education: evaluation of a new instrument with preliminary findings. <i>Asia-Pacific Journal of Teacher Education</i> , 2013, 41, 441-456.	1.2	36
42	Teachers' Conceptions of Assessment: A Global Phenomenon or a Global Localism. <i>Frontiers in Education</i> , 2019, 4, .	1.2	33
43	Association of Neonatal Hypoglycemia With Academic Performance in Mid-Childhood. <i>JAMA - Journal of the American Medical Association</i> , 2022, 327, 1158.	3.8	32
44	Analysis of New Zealand primary and secondary student peer- and self-assessment comments: applying Hattie and Timperley's™ feedback model. <i>Assessment in Education</i> , 2015, 22, 265-281.	0.7	30
45	Value, practice and proficiency: Teachers' complex relationship with assessment for learning. <i>Teaching and Teacher Education</i> , 2019, 80, 39-47.	1.6	30
46	Assessment for learning in the Hong Kong assessment reform: A case of policy borrowing. <i>Studies in Educational Evaluation</i> , 2021, 68, 100985.	1.2	30
47	Teachers'™ reasons for using self-assessment: a survey self-report of Spanish teachers. <i>Assessment in Education</i> , 2014, 21, 365-383.	0.7	29
48	Swedish student perceptions of achievement practices: The role of intelligence. <i>Intelligence</i> , 2018, 69, 94-103.	1.6	29
49	Student self-assessment: why do they do it?. <i>Educational Psychology</i> , 2020, 40, 509-532.	1.2	27
50	Assessment policy and practice effects on New Zealand and Queensland teachers' conceptions of teaching. <i>Journal of Education for Teaching</i> , 2009, 35, 61-75.	1.1	26
51	Is Assessment for Learning Really Assessment?. <i>Frontiers in Education</i> , 2019, 4, .	1.2	25
52	Students'™ formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. <i>Assessment in Education</i> , 2019, 26, 278-302.	0.7	25
53	Academic difficulties encountered by East Asian international university students in New Zealand. <i>Higher Education Research and Development</i> , 2013, 32, 915-931.	1.9	24
54	Hong Kong tertiary students' conceptions of assessment of academic ability. <i>Higher Education Research and Development</i> , 2014, 33, 1063-1077.	1.9	24

#	ARTICLE	IF	CITATIONS
55	The Validity of Examination Essays in Higher Education: Issues and Responses. <i>Higher Education Quarterly</i> , 2010, 64, 276-291.	1.8	23
56	Comparing OECD PISA Reading in English to Other Languages: Identifying Potential Sources of Non-Invariance. <i>International Journal of Testing</i> , 2016, 16, 71-93.	0.2	23
57	Factors influencing early adolescents'™ mathematics achievement: High-quality teaching rather than relationships. <i>Learning Environments Research</i> , 2013, 16, 49-69.	1.8	22
58	High-stakes examination preparation that controls teaching: Chinese prospective teachers'™ conceptions of excellent teaching and assessment. <i>Journal of Education for Teaching</i> , 2013, 39, 541-556.	1.1	22
59	The impact of an assessment policy upon teachers'™ self-reported assessment beliefs and practices: A quasi-experimental study of Indian teachers in private schools. <i>International Journal of Educational Research</i> , 2015, 71, 50-64.	1.2	22
60	Tongan students'™ attitudes towards their subjects in new zealand relative to their academic achievement. <i>Asia Pacific Education Review</i> , 2007, 8, 117-128.	1.4	21
61	Understanding Chinese university student conceptions of assessment: cultural similarities and jurisdictional differences between Hong Kong and China. <i>Social Psychology of Education</i> , 2016, 19, 151-173.	1.2	21
62	Evaluating the Quality of Higher Education Instructor-Constructed Multiple-Choice Tests: Impact on Student Grades. <i>Frontiers in Education</i> , 2017, 2, .	1.2	21
63	Teacher Afl perceptions and feedback practices in mathematics education among secondary schools in Tanzania. <i>Studies in Educational Evaluation</i> , 2018, 59, 1-9.	1.2	21
64	Students'™ conceptions of eportfolios as assessment and technology. <i>Innovations in Education and Teaching International</i> , 2018, 55, 487-496.	1.5	21
65	Portuguese university students'™ conceptions of assessment: taking responsibility for achievement. <i>Higher Education</i> , 2020, 79, 377-394.	2.8	18
66	Schooling Beyond COVID-19: An Unevenly Distributed Future. <i>Frontiers in Education</i> , 2020, 5, .	1.2	18
67	Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. <i>System</i> , 2018, 72, 124-138.	1.7	15
68	Motivational Profiles in TIMSS Mathematics. <i>IEA Research for Education</i> , 2019, , .	0.4	15
69	Cultural differences in tertiary students' conceptions of learning as a duty and student achievement. <i>International Journal of Quantitative Research in Education</i> , 2013, 1, 167.	0.1	13
70	Assessment for learning and for accountability in classrooms: The experience of four Hong Kong primary school curriculum leaders. <i>Asia Pacific Education Review</i> , 2017, 18, 41-51.	1.4	13
71	Teachers'™ conceptions of assessment: Comparing two inventories with Ecuadorian teachers. <i>Studies in Educational Evaluation</i> , 2017, 55, 68-74.	1.2	13
72	Does connectedness to nature improve the eating behaviours of pre-schoolers? Emerging evidence from the Play&Grow randomised controlled trial in Hong Kong. <i>Appetite</i> , 2020, 154, 104781.	1.8	13

#	ARTICLE	IF	CITATIONS
73	Conceptions of assessment when the teaching context and learner population matter: compulsory school versus non-compulsory adult education contexts. <i>European Journal of Psychology of Education</i> , 2015, 30, 331-347.	1.3	12
74	Middle leaders'™ perceptions and actions on assessment: the technical, tactical and ethical. <i>School Leadership and Management</i> , 2020, 40, 45-63.	1.0	12
75	Tensions between knowledge transmission and student-focused teaching approaches to assessment purposes: helping students improve through transmission. <i>Teachers and Teaching: Theory and Practice</i> , 2016, 22, 350-367.	0.9	11
76	Chinese secondary school students'™ conceptions of assessment and achievement emotions: endorsed purposes lead to positive and negative feelings. <i>Asia Pacific Journal of Education</i> , 2018, 38, 91-109.	1.2	11
77	Relationships between parenting practices and perceptions of child behaviour among Korean immigrant mothers and fathers. <i>International Journal of Psychology</i> , 2018, 53, 402-410.	1.7	11
78	Assessing instructional leadership: a longitudinal study of new principals. <i>Journal of Educational Administration</i> , 2012, 50, 753-772.	0.8	10
79	Iranian university students'™ conceptions of assessment: Using assessment to self-improve. <i>Assessment Matters</i> , 2014, 6, 5-33.	0.4	10
80	The impact of training students how to write introductions for academic essays: an exploratory, longitudinal study. <i>Assessment and Evaluation in Higher Education</i> , 2012, 37, 653-670.	3.9	9
81	Comparing the self-efficacy and writing-related abilities of native and non-native English-speaking students. <i>Cogent Education</i> , 2016, 3, 1179164.	0.6	9
82	Doctoral Education in Quantitative Research Methods: Some Thoughts about Preparing Future Scholars. <i>Frontiers in Applied Mathematics and Statistics</i> , 2017, 3, .	0.7	9
83	Relationships between intelligence, executive function and academic achievement in children born very preterm. <i>Early Human Development</i> , 2020, 148, 105122.	0.8	9
84	Student Conceptions of Assessment: Regulatory Responses to Our Practices. <i>ECNU Review of Education</i> , 2022, 5, 116-139.	1.3	9
85	Beyond rhetoric: Leveraging learning from New Zealand's assessment tools for teaching and learning for South Africa. <i>Education As Change</i> , 2013, 17, 131-147.	0.5	8
86	Assessment as an Emotional Practice: Emotional Challenges Faced by L2 Teachers Within Assessment. , 2018, , 205-222.		8
87	Comparing four contemporary statistical software tools for introductory data science and statistics in the social sciences. <i>Teaching Statistics</i> , 2021, 43, S157.	0.6	8
88	How do undergraduates perceive the use of assessment? A study in higher education. <i>European Journal of Higher Education</i> , 2022, 12, 1-17.	1.6	8
89	Tongan secondary students'™ conceptions of schooling in New Zealand relative to their academic achievement. <i>Asia Pacific Education Review</i> , 2013, 14, 345-357.	1.4	7
90	Reflecting on personal data in a health course: Integrating wearable technology and ePortfolio for eHealth. <i>Australasian Journal of Educational Technology</i> , 2019, 35, .	2.0	7

#	ARTICLE	IF	CITATIONS
91	AsTTle â€“ A national testing system for formative assessment: How the national testing policy ended up helping schools and teachers. <i>Advances in Program Evaluation</i> , 2013, , 39-56.	0.2	6
92	Investigating students' perceived cognitive needs in university academic reading: a latent variable approach. <i>Journal of Research in Reading</i> , 2019, 42, 411-431.	1.0	6
93	The contributions of intelligence and executive function to behaviour problems in schoolâ€age children born very preterm. <i>Acta Paediatrica, International Journal of Paediatrics</i> , 2021, 110, 1827-1834.	0.7	6
94	The Relationship of Motivation with Achievement in Mathematics. <i>IEA Research for Education</i> , 2019, , 9-23.	0.4	6
95	Student Information Literacy: Psychometric Validation of a Self-Efficacy Report. <i>Psychological Reports</i> , 2005, 96, 1044-1048.	0.9	5
96	Methods in Feedback Research. , 0, , 97-120.		5
97	Changing the Quality of Teachersâ€™ Written Tests by implementing an Authentic Assessment Teachersâ€™ Training Program. <i>International Journal of Instruction</i> , 2021, 14, 987-1000.	0.6	5
98	The Influence of Connectedness to Nature on Psychological Well-Being: Evidence from the Randomized Controlled Trial Play&Grow. <i>Challenges</i> , 2021, 12, 12.	0.9	5
99	Manipulating the consequences of tests: how Shanghai teens react to different consequences. <i>Educational Research and Evaluation</i> , 2020, 26, 221-251.	0.9	5
100	Bifactor Invariance Analysis of Student Conceptions of Assessment Inventory. <i>Psico-USF</i> , 2019, 24, 737-750.	0.1	5
101	An Analysis of the Factorial Structure of the Teacher Communication Behavior Questionnaire with Brazilian High School Science Students. <i>Psicologia: Teoria E Pesquisa</i> , 2014, 30, 223-234.	0.1	5
102	AvaliaÃ§Ã£o no ensino superior: concepÃ§Ãµes mÃltiplas de estudantes brasileiros. <i>Estudos Em AvaliaÃ§Ã£o Educacional</i> , 2013, 24, 172-193.	0.2	5
103	Learning about writing: A consideration of the recently revised asTTle: Writing. <i>Curriculum Matters</i> , 2015, 11, 134-154.	0.1	5
104	The Effect of Conceptions of Assessment upon Reading Achievement: An Evaluation of the Influence of Self-efficacy and Interest. <i>Interdisciplinary Education and Psychology</i> , 2017, 1, .	0.4	5
105	Score Reporting Issues for Licensure, Certification, and Admissions Programs. , 2018, , 77-90.		5
106	What supervisors expect of education masters students before they engage in supervised research: a Delphi study. <i>International Journal of Quantitative Research in Education</i> , 2014, 2, 69.	0.1	4
107	The Future of Assessment as a Human and Social Endeavor: Addressing the Inconvenient Truth of Error. <i>Frontiers in Education</i> , 2017, 2, .	1.2	4
108	The Impact of Undergraduate Research Journals on the Scholarly World: Present but Small. <i>Education Sciences</i> , 2020, 10, 338.	1.4	4

#	ARTICLE	IF	CITATIONS
109	Teacher rating versus measured academic achievement: Implications for paediatric research. <i>Journal of Paediatrics and Child Health</i> , 2020, 56, 1090-1096.	0.4	4
110	Assessments cause and contribute to learning? If only we let them. , 2021, , 38-52.		4
111	Confirmatory Factor Analysis of the Parenting Styles and Dimensions Questionnaire (PSDQ) in a Sample of Korean Immigrant Parents in New Zealand. <i>Current Psychology</i> , 2020, 39, 2074-2086.	1.7	3
112	Responding to Assessment for Learning. <i>The New Zealand Annual Review of Education</i> , 0, 26, 18-28.	0.0	3
113	STUDENT INFORMATION LITERACY: PSYCHOMETRIC VALIDATION OF A SELF-EFFICACY REPORT. <i>Psychological Reports</i> , 2005, 96, 1044.	0.9	3
114	Experiences of parents whose children participated in a longitudinal follow-up study. <i>Health Expectations</i> , 2022, 25, 1352-1362.	1.1	3
115	An Analysis of an Assessment Tool for 5-year Old Students Entering Elementary School: The School Entry Assessment Kit. <i>New Zealand Journal of Educational Studies</i> , 2015, 50, 87-105.	0.6	2
116	A comparative study of two interventions to support reading comprehension in primary-aged students. <i>International Journal of Comparative Education and Development</i> , 2018, 20, 67-87.	0.6	2
117	Technologies and infrastructure: costs and obstacles in developing large-scale computer-based testing. <i>Education Inquiry</i> , 2019, 10, 4-20.	1.6	2
118	The Relationship of Graduate Attributes and Academic Ability: A Case Study of Foundation Certificate Students. <i>New Zealand Journal of Educational Studies</i> , 2020, 55, 197-205.	0.6	2
119	School readiness screening and educational achievement at 9-10 years of age. <i>Journal of Paediatrics and Child Health</i> , 2021, 57, 1929-1935.	0.4	2
120	Students' use of online feedback in a first-year tertiary biology course. <i>Assessment Matters</i> , 0, 11, 99-121.	0.4	2
121	STUDENT INFORMATION LITERACY: PSYCHOMETRIC VALIDATION OF A SELF-EFFICACY REPORT. <i>Psychological Reports</i> , 2005, 96, 1044.	0.9	2
122	Understanding Change in Self-reported Undergraduate Attributes: A Repeated Measures Survey of Students in Education. <i>New Zealand Journal of Educational Studies</i> , 2020, 55, 337-361.	0.6	1
123	Setting Standards With Multiple-Choice Tests: A Preliminary Intended-User Evaluation of SmartStandardSet. <i>Frontiers in Education</i> , 2021, 6, .	1.2	1
124	Concepções de avaliação de alunos universitários: uma revisão da literatura. <i>Estudos Em Avaliação Educacional</i> , 2012, 23, 204-231.	0.2	1
125	Involving Students in Assessment. , 2017, , 57-72.		1
126	Assessment and Parents. , 2016, , 1-6.		1

#	ARTICLE	IF	CITATIONS
127	Leading school-based assessment for educational improvement: Rethinking accountability. RIV Rassegna Italiana Di Valutazione, 2016, , 70-81.	0.1	1
128	Feedback, Grading, and Reporting. , 2017, , 73-86.		1
129	Insights from Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , 85-95.	0.4	1
130	Community Education in New Zealand. Advances in Higher Education and Professional Development Book Series, 2019, , 135-154.	0.1	1
131	Methodology: Cluster Analysis of Motivation Variables in the TIMSS Data. IEA Research for Education, 2019, , 25-40.	0.4	1
132	Introduction to Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , 1-7.	0.4	1
133	How Chinese higher education students perceive and engage in self-assessment within the Integrated Quality Assessment (IQA) system: Threats to the validity of IQA self-assessment. Assessment Matters, 2021, 15, 31-54.	0.4	1
134	Setting students free with tablets: a multi-method evaluation of an educational technology intervention. International Journal of Social Media and Interactive Learning Environments, 2016, 4, 137.	0.4	0
135	Improvement and Accountability Functions of Assessment: Impact on Teachers Thinking and Action. , 2016, , 1-6.		0
136	Improvement and Accountability Functions of Assessment: Impact on Teachersâ€™ Thinking and Action. , 2016, , 1-6.		0
137	Improvement and Accountability Functions of Assessment: Impact on Teachersâ€™ Thinking and Action. , 2017, , 1109-1114.		0
138	Assessment and Parents. , 2017, , 60-65.		0
139	Purposes and Functions of Assessment. , 2017, , 1-12.		0
140	Objectively Scored Assessments. , 2017, , 87-108.		0
141	Implementing Self-Assessment in Classrooms and Schools. , 2018, , 102-123.		0
142	Challenges When Implementing Self-Assessment. , 2018, , 38-60.		0
143	Unpacking Common Self-Assessment Practices. , 2018, , 61-101.		0
144	Self-Assessment, Self-Regulated Learning, and Formative Assessment. , 2018, , 15-37.		0

#	ARTICLE	IF	CITATIONS
145	Cluster Analysis Results for TIMSS 2015 Mathematics Motivation by Grade and Jurisdiction. IEA Research for Education, 2019, , 41-71.	0.4	0
146	Cross-cultural study of test effort in PISA. Educational Research and Evaluation, 2020, 26, 217-220.	0.9	0