

# Gavin T L Brown

## List of Publications by Year in descending order

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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	Student Conceptions of Assessment: Regulatory Responses to Our Practices. <i>ECNU Review of Education</i> , 2022, 5, 116-139.	1.3	9
2	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
3	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
4	Experiences of parents whose children participated in a longitudinal follow-up study. <i>Health Expectations</i> , 2022, 25, 1352-1362.	1.1	3
5	The contributions of intelligence and executive function to behaviour problems in school-age children born very preterm. <i>Acta Paediatrica, International Journal of Paediatrics</i> , 2021, 110, 1827-1834.	0.7	6
6	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
7	Changing the Quality of Teachers' Written Tests by implementing an Authentic Assessment Teachers' Training Program. <i>International Journal of Instruction</i> , 2021, 14, 987-1000.	0.6	5
8	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
9	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
10	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
11	Assessments cause and contribute to learning if only we let them. , 2021, , 38-52.		4
12	Setting Standards With Multiple-Choice Tests: A Preliminary Intended-User Evaluation of SmartStandardSet. <i>Frontiers in Education</i> , 2021, 6, .	1.2	1
13	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. <i>Assessment Matters</i> , 2021, 15, 31-54.	0.4	1
14	Portuguese university students' conceptions of assessment: taking responsibility for achievement. <i>Higher Education</i> , 2020, 79, 377-394.	2.8	18
15	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
16	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
17	Student self-assessment: why do they do it?. <i>Educational Psychology</i> , 2020, 40, 509-532.	1.2	27
18	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

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19	The Impact of Undergraduate Research Journals on the Scholarly World: Present but Small. <i>Education Sciences</i> , 2020, 10, 338.	1.4	4
20	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
21	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
22	Schooling Beyond COVID-19: An Unevenly Distributed Future. <i>Frontiers in Education</i> , 2020, 5, .	1.2	18
23	Relationships between intelligence, executive function and academic achievement in children born very preterm. <i>Early Human Development</i> , 2020, 148, 105122.	0.8	9
24	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
25	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
26	Cross-cultural study of test effort in PISA. <i>Educational Research and Evaluation</i> , 2020, 26, 217-220.	0.9	0
27	Motivational Profiles in TIMSS Mathematics. <i>IEA Research for Education</i> , 2019, , .	0.4	15
28	Is Assessment for Learning Really Assessment?. <i>Frontiers in Education</i> , 2019, 4, .	1.2	25
29	Studentsâ€™ 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
30	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
31	Technologies and infrastructure: costs and obstacles in developing large-scale computerâ€‘based testing. <i>Education Inquiry</i> , 2019, 10, 4-20.	1.6	2
32	Teachers' Conceptions of Assessment: A Global Phenomenon or a Global Localism. <i>Frontiers in Education</i> , 2019, 4, .	1.2	33
33	Value, practice and proficiency: Teachers' complex relationship with assessment for learning. <i>Teaching and Teacher Education</i> , 2019, 80, 39-47.	1.6	30
34	The Relationship of Motivation with Achievement in Mathematics. <i>IEA Research for Education</i> , 2019, , 9-23.	0.4	6
35	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
36	Bifactor Invariance Analysis of Student Conceptions of Assessment Inventory. <i>Psico-USF</i> , 2019, 24, 737-750.	0.1	5

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37	Insights from Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , 85-95.	0.4	1
38	Community Education in New Zealand. Advances in Higher Education and Professional Development Book Series, 2019, , 135-154.	0.1	1
39	Methodology: Cluster Analysis of Motivation Variables in the TIMSS Data. IEA Research for Education, 2019, , 25-40.	0.4	1
40	Cluster Analysis Results for TIMSS 2015 Mathematics Motivation by Grade and Jurisdiction. IEA Research for Education, 2019, , 41-71.	0.4	0
41	Introduction to Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , 1-7.	0.4	1
42	Assessment as an Emotional Practice: Emotional Challenges Faced by L2 Teachers Within Assessment. , 2018, , 205-222.		8
43	A comparative study of two interventions to support reading comprehension in primary-aged students. International Journal of Comparative Education and Development, 2018, 20, 67-87.	0.6	2
44	Chinese secondary school studentsâ€™ conceptions of assessment and achievement emotions: endorsed purposes lead to positive and negative feelings. Asia Pacific Journal of Education, 2018, 38, 91-109.	1.2	11
45	Teacher Afl perceptions and feedback practices in mathematics education among secondary schools in Tanzania. Studies in Educational Evaluation, 2018, 59, 1-9.	1.2	21
46	Not playing the game: student assessment resistance as a form of agency. Australian Educational Researcher, 2018, 45, 125-140.	1.6	44
47	Relationships between parenting practices and perceptions of child behaviour among Korean immigrant mothers and fathers. International Journal of Psychology, 2018, 53, 402-410.	1.7	11
48	Toward an Understanding of Preservice English as a Foreign Language Teachersâ€™ Acceptance of Computer-Assisted Language Learning 2.0 in the Peopleâ€™s Republic of China. Journal of Educational Computing Research, 2018, 56, 74-104.	3.6	86
49	Conducting Online Surveys in China. Social Science Computer Review, 2018, 36, 721-734.	2.6	47
50	Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. System, 2018, 72, 124-138.	1.7	15
51	Measuring connectedness to nature in preschool children in an urban setting and its relation to psychological functioning. PLoS ONE, 2018, 13, e0207057.	1.1	49
52	Swedish student perceptions of achievement practices: The role of intelligence. Intelligence, 2018, 69, 94-103.	1.6	29
53	Studentsâ€™ conceptions of eportfolios as assessment and technology. Innovations in Education and Teaching International, 2018, 55, 487-496.	1.5	21
54	Score Reporting Issues for Licensure, Certification, and Admissions Programs. , 2018, , 77-90.		5

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55	Implementing Self-Assessment in Classrooms and Schools. , 2018, , 102-123.		0
56	Challenges When Implementing Self-Assessment. , 2018, , 38-60.		0
57	Unpacking Common Self-Assessment Practices. , 2018, , 61-101.		0
58	Self-Assessment, Self-Regulated Learning, and Formative Assessment. , 2018, , 15-37.		0
59	Using multi-group confirmatory factor analysis to evaluate cross-cultural research: identifying and understanding non-invariance. International Journal of Research and Method in Education, 2017, 40, 66-90.	1.1	63
60	Teachersâ€™ reasons for using peer assessment: positive experience predicts use. European Journal of Psychology of Education, 2017, 32, 133-156.	1.3	61
61	Assessment for learning and for accountability in classrooms: The experience of four Hong Kong primary school curriculum leaders. Asia Pacific Education Review, 2017, 18, 41-51.	1.4	13
62	Teachersâ€™ conceptions of assessment: Comparing two inventories with Ecuadorian teachers. Studies in Educational Evaluation, 2017, 55, 68-74.	1.2	13
63	A cyclical self-assessment process: towards a model of how students engage in self-assessment. Assessment and Evaluation in Higher Education, 2017, 42, 1247-1262.	3.9	135
64	Doctoral Education in Quantitative Research Methods: Some Thoughts about Preparing Future Scholars. Frontiers in Applied Mathematics and Statistics, 2017, 3, .	0.7	9
65	The Future of Assessment as a Human and Social Endeavor: Addressing the Inconvenient Truth of Error. Frontiers in Education, 2017, 2, .	1.2	4
66	Evaluating the Quality of Higher Education Instructor-Constructed Multiple-Choice Tests: Impact on Student Grades. Frontiers in Education, 2017, 2, .	1.2	21
67	The Effect of Conceptions of Assessment upon Reading Achievement: An Evaluation of the Influence of Self-efficacy and Interest. Interdisciplinary Education and Psychology, 2017, 1, .	0.4	5
68	Involving Students in Assessment. , 2017, , 57-72.		1
69	Improvement and Accountability Functions of Assessment: Impact on Teachersâ€™ Thinking and Action. , 2017, , 1109-1114.		0
70	Assessment and Parents. , 2017, , 60-65.		0
71	Feedback, Grading, and Reporting. , 2017, , 73-86.		1
72	Purposes and Functions of Assessment. , 2017, , 1-12.		0

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73	Objectively Scored Assessments. , 2017, , 87-108.		0
74	The impact of conceptions of assessment on assessment literacy in a teacher education program. Cogent Education, 2016, 3, 1225380.	0.6	42
75	Teacher assessment literacy in practice: A reconceptualization. Teaching and Teacher Education, 2016, 58, 149-162.	1.6	307
76	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
77	Student conceptions of feedback: Impact on self-regulation, self-efficacy, and academic achievement. British Journal of Educational Psychology, 2016, 86, 606-629.	1.6	91
78	Comparing the self-efficacy and writing-related abilities of native and non-native English-speaking students. Cogent Education, 2016, 3, 1179164.	0.6	9
79	Tensions between knowledge transmission and student-focused teaching approaches to assessment purposes: helping students improve through transmission. Teachers and Teaching: Theory and Practice, 2016, 22, 350-367.	0.9	11
80	Understanding Chinese university student conceptions of assessment: cultural similarities and jurisdictional differences between Hong Kong and China. Social Psychology of Education, 2016, 19, 151-173.	1.2	21
81	The Future of Student Self-Assessment: a Review of Known Unknowns and Potential Directions. Educational Psychology Review, 2016, 28, 803-830.	5.1	175
82	Comparing OECD PISA Reading in English to Other Languages: Identifying Potential Sources of Non-Invariance. International Journal of Testing, 2016, 16, 71-93.	0.2	23
83	Improvement and Accountability Functions of Assessment: Impact on Teachers Thinking and Action. , 2016, , 1-6.		0
84	Assessment and Parents. , 2016, , 1-6.		1
85	Improvement and Accountability Functions of Assessment: Impact on Teachers's Thinking and Action. , 2016, , 1-6.		0
86	Leading school-based assessment for educational improvement: Rethinking accountability. RIV Rassegna Italiana Di Valutazione, 2016, , 70-81.	0.1	1
87	An Analysis of an Assessment Tool for 5-year Old Students Entering Elementary School: The School Entry Assessment Kit. New Zealand Journal of Educational Studies, 2015, 50, 87-105.	0.6	2
88	Chinese teachers's conceptions of assessment for and of learning: Six competing and complementary purposes. Cogent Education, 2015, 2, 993836.	0.6	43
89	Accuracy in student self-assessment: directions and cautions for research. Assessment in Education, 2015, 22, 444-457.	0.7	81
90	Achievement emotions in higher education: A diary study exploring emotions across an assessment event. Contemporary Educational Psychology, 2015, 42, 82-96.	1.6	43

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91	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
92	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
93	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
94	Learning about writing: A consideration of the recently revised <i>Writing</i> . <i>Curriculum Matters</i> , 2015, 11, 134-154.	0.1	5
95	The future of self-assessment in classroom practice: Reframing self-assessment as a core competency. <i>Frontline Learning Research</i> , 2014, , .	0.4	60
96	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
97	Hong Kong tertiary students' conceptions of assessment of academic ability. <i>Higher Education Research and Development</i> , 2014, 33, 1063-1077.	1.9	24
98	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
99	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
100	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
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	Iranian university students' conceptions of assessment: Using assessment to self-improve. <i>Assessment Matters</i> , 2014, 6, 5-33.	0.4	10
103	Factors influencing early adolescents' mathematics achievement: High-quality teaching rather than relationships. <i>Learning Environments Research</i> , 2013, 16, 49-69.	1.8	22
104	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
105	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
106	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
107	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
108	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

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109	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
110	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
111	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
112	AsTTle " 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
113	AvaliaÃ§Ã£o no ensino superior: concepÃ§Ãµes mÃºltiplas de estudantes brasileiros. <i>Estudos Em AvaliaÃ§Ã£o Educacional</i> , 2013, 24, 172-193.	0.2	5
114	Student Self-Assessment. , 2013, , 367-393.		140
115	Assessing instructional leadership: a longitudinal study of new principals. <i>Journal of Educational Administration</i> , 2012, 50, 753-772.	0.8	10
116	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
117	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
118	Prospective Teachers' Conceptions of Assessment: A Cross-Cultural Comparison. <i>Spanish Journal of Psychology</i> , 2012, 15, 75-89.	1.1	68
119	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
120	ConcepÃ§Ãµes de avaliaÃ§Ã£o de alunos universitÃ¡rios: uma revisÃ£o da literatura. <i>Estudos Em AvaliaÃ§Ã£o Educacional</i> , 2012, 23, 204-231.	0.2	1
121	Self-regulation of assessment beliefs and attitudes: a review of the Students'™ Conceptions of Assessment inventory. <i>Educational Psychology</i> , 2011, 31, 731-748.	1.2	57
122	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
123	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
124	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
125	Teachers'™ conceptions of assessment: Comparing primary and secondary teachers in New Zealand. <i>Assessment Matters</i> , 2011, 3, 45-70.	0.4	46
126	The Validity of Examination Essays in Higher Education: Issues and Responses. <i>Higher Education Quarterly</i> , 2010, 64, 276-291.	1.8	23



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127	Secondary school students' conceptions of learning and their relationship to achievement. Learning and Individual Differences, 2010, 20, 167-176.	1.5	60
128	Studentsâ€™ Conceptions of Assessment. European Journal of Psychological Assessment, 2009, 25, 30-38.	1.7	45
129	Assessment policy and practice effects on New Zealand and Queensland teachers' conceptions of teaching. Journal of Education for Teaching, 2009, 35, 61-75.	1.1	26
130	Use of interactiveâ€™informal assessment practices: New Zealand secondary students' conceptions of assessment. Learning and Instruction, 2009, 19, 97-111.	1.9	62
131	The complexity of teachersâ€™ conceptions of assessment: tensions between the needs of schools and students. Assessment in Education, 2009, 16, 365-381.	0.7	59
132	Assessment for student improvement: understanding Hong Kong teachersâ€™ conceptions and practices of assessment. Assessment in Education, 2009, 16, 347-363.	0.7	115
133	Studentsâ€™ conceptions of assessment: Links to outcomes. Assessment in Education, 2008, 15, 3-17.	0.7	103
134	Technology for School-Based Assessment and Assessment for Learning: Development Principles from New Zealand. Journal of Educational Technology Systems, 2007, 36, 189-201.	3.6	37
135	Tongan studentsâ€™ attitudes towards their subjects in new zealand relative to their academic achievement. Asia Pacific Education Review, 2007, 8, 117-128.	1.4	21
136	Teachers' Conceptions of Assessment: Validation of an Abridged Version. Psychological Reports, 2006, 99, 166-170.	0.9	96
137	TEACHERS' CONCEPTIONS OF ASSESSMENT: VALIDATION OF AN ABRIDGED VERSION. Psychological Reports, 2006, 99, 166.	0.9	39
138	Student Information Literacy: Psychometric Validation of a Self-Efficacy Report. Psychological Reports, 2005, 96, 1044-1048.	0.9	5
139	STUDENT INFORMATION LITERACY: PSYCHOMETRIC VALIDATION OF A SELF-EFFICACY REPORT. Psychological Reports, 2005, 96, 1044.	0.9	2
140	STUDENT INFORMATION LITERACY: PSYCHOMETRIC VALIDATION OF A SELF-EFFICACY REPORT. Psychological Reports, 2005, 96, 1044.	0.9	3
141	Measuring Attitude with Positively Packed Self-Report Ratings: Comparison of Agreement and Frequency Scales. Psychological Reports, 2004, 94, 1015-1024.	0.9	92
142	Teachers' conceptions of assessment: implications for policy and professional development. Assessment in Education, 2004, 11, 301-318.	0.7	255
143	Accuracy in the scoring of writing: Studies of reliability and validity using a New Zealand writing assessment system. Assessing Writing, 2004, 9, 105-121.	1.7	95
144	Methods in Feedback Research. , 0, , 97-120.		5

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145	Responding to Assessment for Learning. <i>The New Zealand Annual Review of Education</i> , 0, 26, 18-28.	0.0	3
146	Students' use of online feedback in a first-year tertiary biology course. <i>Assessment Matters</i> , 0, 11, 99-121.	0.4	2