

Jeremy Hodgen

List of Publications by Year in descending order

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Version: 2024-02-01

38
papers

847
citations

471509

17
h-index

526287

27
g-index

43
all docs

43
docs citations

43
times ranked

551
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring the relative lack of impact of research on "ability grouping" in England: a discourse analytic account. <i>Cambridge Journal of Education</i> , 2017, 47, 1-17.	2.4	101
2	Emotion, identity and teacher learning: becoming a primary mathematics teacher. <i>Oxford Review of Education</i> , 2007, 33, 469-487.	2.0	70
3	Validity in teachers' summative assessments. <i>Assessment in Education</i> , 2010, 17, 215-232.	1.2	63
4	Can teachers' summative assessments produce dependable results and also enhance classroom learning?. <i>Assessment in Education</i> , 2011, 18, 451-469.	1.2	59
5	Attainment Grouping as self-fulfilling prophecy? A mixed methods exploration of self confidence and set level among Year 7 students. <i>International Journal of Educational Research</i> , 2017, 86, 96-108.	2.2	52
6	Factors deterring schools from mixed attainment teaching practice. <i>Pedagogy, Culture and Society</i> , 2017, 25, 327-345.	2.6	41
7	Assessment for learning in English and mathematics: a comparison. <i>Curriculum Journal</i> , 2005, 16, 153-176.	1.5	38
8	Challenges in mathematical cognition: A collaboratively-derived research agenda. <i>Journal of Numerical Cognition</i> , 2016, 2, 20-41.	1.2	38
9	Nurturing learning or encouraging dependency? Teacher constructions of students in lower attainment groups in English secondary schools. <i>Cambridge Journal of Education</i> , 2019, 49, 53-68.	2.4	36
10	Can improving teachers' knowledge of mathematics lead to gains in learners' attainment in Mathematics?. <i>South African Journal of Education</i> , 2015, 35, 1-10.	0.6	34
11	Knowing and Identity: A Situated Theory of Mathematics Knowledge in Teaching. , 2011, , 27-42.		33
12	The misallocation of students to academic sets in maths: A study of secondary schools in England. <i>British Educational Research Journal</i> , 2019, 45, 873-897.	2.5	31
13	Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. <i>Research Papers in Education</i> , 2019, 34, 425-444.	3.0	30
14	The impact of tracking by attainment on pupil self-confidence over time: demonstrating the accumulative impact of self-fulfilling prophecy. <i>British Journal of Sociology of Education</i> , 2020, 41, 626-642.	1.8	26
15	Teacher "quality" and attainment grouping: The role of within-school teacher deployment in social and educational inequality. <i>Teaching and Teacher Education</i> , 2019, 77, 183-192.	3.2	25
16	Attainment grouping in English secondary schools: A national survey of current practices. <i>Research Papers in Education</i> , 2022, 37, 199-220.	3.0	25
17	Why is it difficult for schools to establish equitable practices in allocating students to attainment "sets"? <i>British Journal of Educational Studies</i> , 2019, 67, 5-24.	1.3	23
18	Should Touch Screen Tablets Be Used to Improve Educational Outcomes in Primary School Children in Developing Countries?. <i>Frontiers in Psychology</i> , 2016, 7, 839.	2.1	20

#	ARTICLE	IF	CITATIONS
19	Think aloud: using cognitive interviewing to validate the PISA assessment of student self-efficacy in mathematics. <i>International Journal of Research and Method in Education</i> , 2018, 41, 3-16.	1.9	20
20	Textbooks for the teaching of algebra in lower secondary school: are they informed by research?. <i>Pedagogies</i> , 2010, 5, 187-201.	0.9	14
21	Children's understandings of algebra 30 years on. <i>Research in Mathematics Education</i> , 2009, 11, 193-194.	1.2	12
22	Learners' errors in secondary algebra: Insights from tracking a cohort from Grade 9 to Grade 11 on a diagnostic algebra test. <i>Pythagoras</i> , 2016, 37, .	0.2	9
23	Students' university aspirations and attainment grouping in secondary schools. <i>Higher Education</i> , 2019, 78, 511-527.	4.4	6
24	Low attainment in mathematics: An analysis of 60 years of policy discourse in England. <i>Curriculum Journal</i> , 2022, 33, 5-24.	1.5	6
25	High Stakes: Assessing Numeracy for Nursing. <i>Adult Learning</i> , 2008, 19, 38-41.	1.0	5
26	Progression in Numeracy Ages 5-11. , 2008, , 85-108.		4
27	Lower secondary school students' knowledge of fractions. <i>Research in Mathematics Education</i> , 2010, 12, 75-76.	1.2	4
28	Mathematics teaching: tales of the unexpected. <i>Research in Mathematics Education</i> , 2015, 17, 71-73.	1.2	4
29	Lower secondary school students' attitudes to mathematics: evidence from a large-scale survey in England. <i>Research in Mathematics Education</i> , 2010, 12, 155-156.	1.2	3
30	The mathematical backgrounds of undergraduates from England. <i>Teaching Mathematics and Its Applications</i> , 2018, , .	0.8	3
31	Pedagogical devices as children's social care levers: A study of social care workers' attitudes towards boarding schools to care for and educate children in need. <i>British Educational Research Journal</i> , 2020, 46, 1300-1320.	2.5	3
32	Assessing numeracy for nursing. <i>Research in Mathematics Education</i> , 2009, 11, 191-192.	1.2	2
33	Curriculum, Teachers and Teaching: Experiences from Systemic and Local Curriculum Change in England. <i>Advances in Mathematics Education</i> , 2014, , 377-389.	0.2	2
34	Access to mathematics learning for lower secondary students in England during school closures: implications for equity and quality. <i>Teachers and Teaching: Theory and Practice</i> , 0, , 1-15.	1.9	2
35	European research in mathematics education: a spirit of inclusion and scientific quality. <i>Research in Mathematics Education</i> , 2012, 14, 107-108.	1.2	1
36	Learning Experiences Designed to Develop Algebraic Thinking: Lessons from the ICCAMS Project in England. , 2014, , 171-186.		1

#	ARTICLE	IF	CITATIONS
37	CERME7 Working Group 3: Algebraic thinking. <i>Research in Mathematics Education</i> , 2012, 14, 189-190.	1.2	0
38	Operationalising Vergnaud's Notion of Scheme in Task Design in Online Learning Environments to Support the Implementation of Formative Assessment. <i>Implementation and Replication Studies in Mathematics Education</i> , 2022, 2, 1-24.	0.6	0