

Robyn M Gillies

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

113
papers

2,214
citations

26
h-index

44
g-index

131
ext. papers

2,571
ext. citations

1.8
avg, IF

5.82
L-index

#	Paper	IF	Citations
113	Advantages and Challenges of Cooperative Learning in Two Different Cultures. <i>Education Sciences</i> , 2022 , 12, 3	2.2	1
112	Barriers and facilitators to online medical and nursing education during the COVID-19 pandemic: perspectives from international students from low- and middle-income countries and their teaching staff. <i>Human Resources for Health</i> , 2021 , 19, 64	4.6	20
111	Teacher Questions: Mediated-Learning Behaviors Involved in Teacher-Student Interaction During Whole-Class Instruction in Chinese English Classrooms. <i>Frontiers in Education</i> , 2021 , 6,	2.1	1
110	A Case Study: Using a Neuro-Physiological Measure to Monitor Students' Interest and Learning during a Micro:Bit Activity. <i>Education Sciences</i> , 2021 , 11, 379	2.2	0
109	The effects of informal cooperative learning pedagogy on teaching effectiveness, task orientation, and learning satisfaction in undergraduate classrooms in Ethiopia. <i>Higher Education Research and Development</i> , 2021 , 40, 627-645	1.9	1
108	Promoting self-regulated learning through experiential learning in the early years of school: a qualitative case study. <i>European Journal of Teacher Education</i> , 2021 , 44, 135-157	4.2	5
107	Teachers and the Teaching of Self-Regulated Learning (SRL): The Emergence of an Integrative, Ecological Model of SRL-in-Context. <i>Education Sciences</i> , 2020 , 10, 98	2.2	3
106	Cooperative Group Work 2020 , 1-11		1
105	Using visual, embodied, and language representations to teach the 5E instructional model of inquiry science. <i>Teaching and Teacher Education</i> , 2020 , 87, 102951	2.9	6
104	Shifting the instructional paradigm in higher education classrooms in Ethiopia: What happens when we use cooperative learning pedagogies more seriously?. <i>International Journal of Educational Research</i> , 2020 , 99, 101509	2.1	4
103	Capturing the 'Abelian' exploration of the conditions underpinning connected learning environments. <i>Learning Environments Research</i> , 2020 , 23, 379-393	2.1	2
102	Dialogic Teaching during Cooperative Inquiry-Based Science: A Case Study of a Year 6 Classroom. <i>Education Sciences</i> , 2020 , 10, 328	2.2	6
101	A case study of a Grade 7 teacher's perspectives and practices related to self-regulated learning (SRL). <i>Asia-Pacific Journal of Teacher Education</i> , 2020 , 48, 147-167	1.2	5
100	A review of the use of portable technologies as observational aids in the classroom. <i>Information and Learning Science</i> , 2019 , 120, 228-241	3.3	3
99	Changes in science attitudes, beliefs, knowledge and physiological arousal after implementation of a multimodal, cooperative intervention in primary school science classes. <i>Information and Learning Science</i> , 2019 , 120, 409-425	3.3	4
98	Collaborative writing in Arabic as a second language (ASL) classrooms: A mixed-method study. <i>Language, Culture and Curriculum</i> , 2019 , 32, 157-172	1.5	2
97	Promoting academically productive student dialogue during collaborative learning. <i>International Journal of Educational Research</i> , 2019 , 97, 200-209	2.1	21

96	Key issues in productive classroom talk and interventions. <i>Educational Review</i> , 2019 , 71, 334-349	1.8	13
95	The development and validation of the student engagement scale in an Ethiopian university context. <i>Higher Education Research and Development</i> , 2018 , 37, 188-205	1.9	4
94	Assessing the dimensionality and educational impacts of integrated ICT literacy in the higher education context. <i>Australasian Journal of Educational Technology</i> , 2018 , 34,	2.4	12
93	Genomics Literacy: Implications for Teaching Students with a Range of Special Needs. <i>International Journal of Disability Development and Education</i> , 2018 , 65, 45-56	0.8	
92	Testing Models and Measurement Invariance of the Learning Gains Scale. <i>Education Sciences</i> , 2018 , 8, 192	2.2	7
91	Evaluating a Novel Instructional Sequence for Conceptual Change in Physics Using Interactive Simulations. <i>Education Sciences</i> , 2018 , 8, 29	2.2	4
90	The meaning of out-of-field teaching for educational leadership. <i>International Journal of Leadership in Education</i> , 2017 , 20, 87-112	0.8	9
89	The effects of teacher-introduced multimodal representations and discourse on students' task engagement and scientific language during cooperative, inquiry-based science. <i>Instructional Science</i> , 2017 , 45, 493-513	2	15
88	Testing robustness, model fit, and measurement invariance of the Student Engagement Scale in an African university context 2017 , 26, 92-102		2
87	Dialogic interactions in the cooperative classroom. <i>International Journal of Educational Research</i> , 2016 , 76, 178-189	2.1	38
86	Argumentation-Based Collaborative Inquiry in Science Through Representational Work: Impact on Primary Students' Representational Fluency. <i>Research in Science Education</i> , 2016 , 46, 343-364	1.5	17
85	A professional learning model that cultivates primary science classrooms' representational profiles. <i>International Journal of Educational Research</i> , 2016 , 76, 12-33	2.1	3
84	Cooperative Learning: Review of Research and Practice. <i>Australian Journal of Teacher Education</i> , 2016 , 41, 39-54	1.4	109
83	Multimodal representations during an inquiry problem-solving activity in a Year 6 science class: A case study investigating cooperation, physiological arousal and belief states. <i>Australian Journal of Education</i> , 2016 , 60, 111-127	2.1	13
82	The effects of scientific representations on primary students' development of scientific discourse and conceptual understandings during cooperative contemporary inquiry-science. <i>Cambridge Journal of Education</i> , 2015 , 45, 427-449	1.7	12
81	How to Support Primary Teachers' Implementation of Inquiry: Teachers' Reflections on Teaching Cooperative Inquiry-Based Science. <i>Research in Science Education</i> , 2015 , 45, 171-191	1.5	46
80	Understanding the lived experiences of novice out-of-field teachers in relation to school leadership practices. <i>Asia-Pacific Journal of Teacher Education</i> , 2015 , 43, 4-21	1.2	40
79	Social interactions that support students' self-regulated learning: A case study of one teacher's experiences. <i>International Journal of Educational Research</i> , 2015 , 72, 14-25	2.1	17

78	School reform for positive behaviour support through collaborative learning: utilising lesson study for a learning community. <i>Cambridge Journal of Education</i> , 2015 , 45, 489-518	1.7	21
77	Teacher Dialogue That Supports Collaborative Learning in the Classroom 2015 , 335-345		2
76	Developments in classroom-based talk. <i>International Journal of Educational Research</i> , 2014 , 63, 63-68	2.1	15
75	Out-of-field teaching and professional development: A transnational investigation across Australia and South Africa. <i>International Journal of Educational Research</i> , 2014 , 66, 90-102	2.1	33
74	Primary students's scientific reasoning and discourse during cooperative inquiry-based science activities. <i>International Journal of Educational Research</i> , 2014 , 63, 127-140	2.1	37
73	Developments in Cooperative Learning: Review of Research [Desarrollos en aprendizaje cooperativo: revisi3n de la investigaci3n]. <i>Anales De Psicologia</i> , 2014 , 30,	1.3	12
72	Collaborative Engagement: A Key Construct for the Successful Delivery of Programmes and Services for Children and Youth with Special Education Needs. <i>International Journal of Disability Development and Education</i> , 2014 , 61, 327-331	0.8	3
71	The Role of Assessment in Informing Interventions for Students with Special Education Needs. <i>International Journal of Disability Development and Education</i> , 2014 , 61, 1-5	0.8	2
70	The FRIENDS emotional health program for minority groups at risk. <i>Journal of School Health</i> , 2014 , 84, 124-32	2.1	11
69	A Combined Intervention Targeting both Teachers'and Students'Social-Emotional Skills: Preliminary Evaluation of Students'Outcomes. <i>Australian Journal of Guidance and Counselling</i> , 2014 , 24, 152-166		5
68	Making Reasonable Adjustments: What Can We Do for Students with Disabilities?. <i>International Journal of Disability Development and Education</i> , 2013 , 60, 291-294	0.8	3
67	Responding to Students'Diverse Needs. <i>International Journal of Disability Development and Education</i> , 2013 , 60, 181-184	0.8	1
66	Productive academic talk during inquiry-based science. <i>Pedagogies</i> , 2013 , 8, 126-142	0.3	16
65	Loneliness and Its Effects on Students with Diverse Learning and Adjustment Needs. <i>International Journal of Disability Development and Education</i> , 2013 , 60, 71-73	0.8	
64	The prevention of childhood anxiety and promotion of resilience among preschool-aged children: a universal school based trial. <i>Advances in School Mental Health Promotion</i> , 2013 , 6, 93-121		43
63	The effects of two strategic and meta-cognitive questioning approaches on children's explanatory behaviour, problem-solving, and learning during cooperative, inquiry-based science. <i>International Journal of Educational Research</i> , 2012 , 53, 93-106	2.1	28
62	Effective Early Intervention Approaches in Reading and Inclusive Educational Practices: What do they have in common?. <i>International Journal of Disability Development and Education</i> , 2012 , 59, 337-339	0.8	
61	Recent Advances in Intervention for Early Childhood Anxiety. <i>Australian Journal of Guidance and Counselling</i> , 2012 , 22, 157-172		5

60	Promoting problem-solving and reasoning during cooperative inquiry science. <i>Teaching Education</i> , 2011 , 22, 427-443	0.7	6
59	Teachers' reflections of cooperative learning (CL): a two-year follow-up. <i>Teaching Education</i> , 2011 , 22, 63-78	0.7	19
58	Increasing explanatory behaviour, problem-solving, and reasoning within classes using cooperative group work. <i>Instructional Science</i> , 2011 , 39, 349-366	2	46
57	Alternative Views on Intelligence. <i>International Journal of Disability Development and Education</i> , 2011 , 58, 189-193	0.8	2
56	Promoting thinking, problem-solving and reasoning during small group discussions. <i>Teachers and Teaching: Theory and Practice</i> , 2011 , 17, 73-89	2	24
55	Designing a Culturally Appropriate Format of Formative Peer Assessment for Asian Students: The Case of Vietnamese Students. <i>International Journal of Educational Reform</i> , 2010 , 19, 72-85	0.3	6
54	Group Composition of Cooperative Learning: Does Heterogeneous Grouping Work in Asian Classrooms?. <i>International Education Studies</i> , 2010 , 3,	1.3	6
53	Teachers' reflections on cooperative learning: Issues of implementation. <i>Teaching and Teacher Education</i> , 2010 , 26, 933-940	2.9	144
52	Cognitive Training, Conflict Resolution and Exercise: Effects on Young Adolescents' Wellbeing. <i>Australian Journal of Guidance and Counselling</i> , 2009 , 19, 131-149		7
51	Promoting reasoned argumentation, problem-solving and learning during small-group work. <i>Cambridge Journal of Education</i> , 2009 , 39, 7-27	1.7	66
50	Evidence-Based Teaching 2009 ,		5
49	The effects of teacher discourse on students' discourse, problem-solving and reasoning during cooperative learning. <i>International Journal of Educational Research</i> , 2008 , 47, 323-340	2.1	45
48	Teachers' discourse during cooperative learning and their perceptions of this pedagogical practice. <i>Teaching and Teacher Education</i> , 2008 , 24, 1333-1348	2.9	45
47	The Effects of Cooperative Learning on Junior High School Students' Behaviours, Discourse and Learning During a Science-Based Learning Activity. <i>School Psychology International</i> , 2008 , 29, 328-347	1.7	57
46	Cooperative Learning (CL) and Academic Achievement of Asian Students: A True Story. <i>International Education Studies</i> , 2008 , 1,	1.3	11
45	Teachers' and Students' Verbal Behaviours During Cooperative Learning 2008 , 238-257		9
44	Cooperative Learning: Integrating Theory and Practice 2007 ,		68
43	Teachers' and students' verbal behaviours during cooperative and small-group learning. <i>British Journal of Educational Psychology</i> , 2006 , 76, 271-87	3.2	86

42	Teachers' scaffolding behaviours during cooperative learning. <i>Asia-Pacific Journal of Teacher Education</i> , 2005 , 33, 243-259	1.2	25
41	How Adolescents Cope With Bullying. <i>Australian Journal of Guidance and Counselling</i> , 2004 , 14, 195-210		7
40	Inclusion: Culture, Policy and Practice: A Queensland Perspective. <i>Asia Pacific Journal of Education</i> , 2004 , 24, 117-128	1	9
39	The effects of communication training on teachers and students' verbal behaviours during cooperative learning. <i>International Journal of Educational Research</i> , 2004 , 41, 257-279	2.1	69
38	The effects of cooperative learning on junior high school students during small group learning. <i>Learning and Instruction</i> , 2004 , 14, 197-213	5.8	142
37	The behaviors, interactions, and perceptions of junior high school students during small-group learning.. <i>Journal of Educational Psychology</i> , 2003 , 95, 137-147	5.3	77
36	Support Requirements and Effects of Supervision on Telephone Counsellors. <i>Australian Journal of Guidance and Counselling</i> , 2003 , 13, 192-204		2
35	Structuring cooperative group work in classrooms. <i>International Journal of Educational Research</i> , 2003 , 39, 35-49	2.1	148
34	The Long-term Effects of Cooperative Learning on Children's Behaviour and Interactions. <i>Asia Pacific Journal of Education</i> , 2002 , 22, 28-37	1	2
33	The Residual Effects of Cooperative-Learning Experiences: A Two-Year Follow-Up. <i>Journal of Educational Research</i> , 2002 , 96, 15-20	1.1	14
32	Educating for resilience: Prevention and intervention strategies for young people at risk. G. Withers, & J. Russell (2001). Victoria, Australia: ACER. ISBN 0 86431 3543, pp.163, \$38. <i>Journal of Psychologists and Counsellors in Schools</i> , 2001 , 11, 159-160	0.5	
31	Co-operative learning processes of students: a longitudinal multilevel perspective. <i>British Journal of Educational Psychology</i> , 2001 , 71, 619-45	3.2	29
30	Occupational Aspirations of Sixth-Grade Children 2001 , 10, 25-31		21
29	The maintenance of cooperative and helping behaviours in cooperative groups. <i>British Journal of Educational Psychology</i> , 2000 , 70 (Pt 1), 97-111	3.2	29
28	At-risk youth: A comprehensive response. J. J. McWhirter, B. McWhirter, A. McWhirter, & E. McWhirter (1998). (2nd Ed.) Pacific Grove, CA: Brooks/Cole. ISBN 0534345808, 363pp. \$54. <i>Australian Journal of Guidance and Counselling</i> , 2000 , 10, 158-159		1
27	Young Adults' Suicide Related Knowledge and Attitudes: Implications for suicide awareness education. <i>Australian Journal of Guidance and Counselling</i> , 2000 , 10, 51-68		
26	The Effects of Cooperative Learning on Students with Learning Difficulties in the Lower Elementary School. <i>Journal of Special Education</i> , 2000 , 34, 19-27	1.4	54
25	Casebook in Child Behavior DisordersC. A. Kearney (1999). Pacific Grove, CA: Brooks Cole. \$42 ISBN 053434643X. <i>Australian Journal of Guidance and Counselling</i> , 1999 , 9, 166-166		

24	Use of technology by people with physical disabilities in Australia. <i>Disability and Rehabilitation</i> , 1999 , 21, 56-60	2.4	14
23	Career Dreams of Children: Developmental Stages and Gender Differences. <i>Australian Journal of Guidance and Counselling</i> , 1999 , 9, 77-92		4
22	Maintenance of Cooperative and Helping Behaviors in Reconstituted Groups. <i>Journal of Educational Research</i> , 1999 , 92, 357-363	1.1	9
21	World of Work: perceptions of people who are blind or vision impaired. <i>International Journal of Disability Development and Education</i> , 1998 , 45, 397-409	0.8	4
20	Evaluating a Career Education Intervention in the Upper Elementary School. <i>Journal of Career Development</i> , 1998 , 24, 267-287	1.3	14
19	Behavior and interactions of children in cooperative groups in lower and middle elementary grades.. <i>Journal of Educational Psychology</i> , 1998 , 90, 746-757	5.3	61
18	Counselling children: a practical introduction, K. Geldard, & D. Geldard, LondonSage (1997), ISBN 0 7619 555. <i>Journal of Psychologists and Counsellors in Schools</i> , 1998 , 8, 123-123	0.5	
17	The effects of different ability compositions on cooperative group behaviours. <i>Journal of Psychologists and Counsellors in Schools</i> , 1998 , 8, 39-48	0.5	
16	Relationship between use of technology and employment rates for people with physical disabilities in Australia: implications for education and training programmes. <i>Disability and Rehabilitation</i> , 1997 , 19, 332-8	2.4	25
15	Children's cooperative behavior and interactions in trained and untrained work groups in regular classrooms. <i>Journal of School Psychology</i> , 1997 , 35, 261-279	4.5	31
14	Teaching collaborative skills to primary school children in classroom-based work groups. <i>Learning and Instruction</i> , 1996 , 6, 187-200	5.8	71
13	Promoting cooperative behaviours in student work groups. <i>Australian Journal of Guidance and Counselling</i> , 1996 , 6, 53-60		1
12	Behavioural interactions of children in classroom-based work groups. <i>Journal of Psychologists and Counsellors in Schools</i> , 1995 , 5, 67-80	0.5	
11	The effects of gender and ability on students' behaviours and interactions in classroom-based work groups. <i>British Journal of Educational Psychology</i> , 1995 , 65, 211-225	3.2	9
10	The effects of traumatic incidents on schools. <i>Journal of Psychologists and Counsellors in Schools</i> , 1994 , 4, 51-64	0.5	
9	Counsellor roles and perceptions of training. <i>Journal of Psychologists and Counsellors in Schools</i> , 1993 , 3, 1-14	0.5	4
8	Action research for guidance counsellors. <i>Journal of Psychologists and Counsellors in Schools</i> , 1992 , 2, 27-32	0.5	
7	Using verbal mediation strategies and group processes to enhance story writing. <i>Journal of Psychologists and Counsellors in Schools</i> , 1991 , 1, 17-33	0.5	

6	Using cognitive behaviour training activities and group processes to enhance spelling performance. <i>Queensland Journal of Guidance and Counselling</i> , 1990, 4, 69-77		
5	Tutoring learning disabled children using cognitive strategy training techniques. <i>Queensland Journal of Guidance and Counselling</i> , 1989, 3, 15-28		
4	Key Features of Promoting Collaborative Dialogue in the Classroom 333-345		
3	Self-regulated learning (SRL) perspectives and strategies of Australian primary school students: a qualitative exploration at different year levels. <i>Educational Review</i> , 1-23	1.8	2
2	Investigating the individual nature of teacher beliefs and practices about self-regulated learning and how this shapes their practices for supporting student learning. <i>Educational Studies</i> , 1-23	1	
1	Perceptions of nursing students on the effect of cooperative learning on academic achievement and learning environment. <i>Interactive Learning Environments</i> , 1-11	3.1	0