

Ann MacPhail

List of Publications by Year in descending order

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Version: 2024-02-01

117
papers

2,938
citations

218592

26
h-index

223716

46
g-index

121
all docs

121
docs citations

121
times ranked

1645
citing authors

#	ARTICLE	IF	CITATIONS
1	Teaching Games for Understanding and Situated Learning: Rethinking the Bunker-Thorpe Model. <i>Journal of Teaching in Physical Education</i> , 2002, 21, 177-192.	0.9	253
2	Alternative assessment in physical education: a review of international literature. <i>Sport, Education and Society</i> , 2013, 18, 57-76.	1.5	140
3	Adopting a models-based approach to teaching physical education. <i>Physical Education and Sport Pedagogy</i> , 2018, 23, 294-310.	1.8	105
4	Throwing and Catching as Relational Skills in Game Play: Situated Learning in a Modified Game Unit. <i>Journal of Teaching in Physical Education</i> , 2008, 27, 100-115.	0.9	94
5	The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis. <i>European Journal of Teacher Education</i> , 2017, 40, 127-140.	2.2	94
6	Irish physical educators' attitude toward teaching students with special educational needs. <i>European Physical Education Review</i> , 2006, 12, 75-97.	1.2	78
7	Nominal Group Technique: A useful method for working with young people. <i>British Educational Research Journal</i> , 2001, 27, 161-170.	1.4	75
8	Children's Experiences of Fun and Enjoyment During a Season of Sport Education. <i>Research Quarterly for Exercise and Sport</i> , 2008, 79, 344-355.	0.8	75
9	Young People's Socialisation into Sport: A Case Study of an Athletics Club. <i>Sport, Education and Society</i> , 2003, 8, 251-267.	1.5	74
10	Sport Education: Promoting Team Affiliation through Physical Education. <i>Journal of Teaching in Physical Education</i> , 2004, 23, 106-122.	0.9	71
11	A Cross-Cultural Investigation of the Use of Teaching Styles. <i>Research Quarterly for Exercise and Sport</i> , 2005, 76, 193-201.	0.8	69
12	"We had to do intelligent thinking during recent PE": students' and teachers' experiences of assessment for learning in post-primary physical education. <i>Assessment in Education</i> , 2010, 17, 23-39.	0.7	67
13	Leading by Example: Teacher Educators' Professional Learning Through Communities of Practice. <i>Quest</i> , 2014, 66, 39-56.	0.8	65
14	Physical education teacher educators: A 25-year scoping review of literature. <i>Teaching and Teacher Education</i> , 2015, 51, 162-181.	1.6	63
15	The professional development of higher education-based teacher educators: needs and realities. <i>Professional Development in Education</i> , 2019, 45, 848-861.	1.7	62
16	The use of drawings as an evaluative tool: students' experiences of sport education. <i>Physical Education and Sport Pedagogy</i> , 2004, 9, 87-108.	1.8	56
17	Learning to teach sport education: The experiences of a pre-service teacher. <i>European Physical Education Review</i> , 2007, 13, 229-246.	1.2	53
18	Young People's Socialisation into Sport: Experiencing the Specialising Phase. <i>Leisure Studies</i> , 2006, 25, 57-74.	1.2	50

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19	What examining teaching metaphors tells us about pre-service teachers' developing beliefs about teaching and learning. <i>Physical Education and Sport Pedagogy</i> , 2014, 19, 149-163.	1.8	42
20	A student-centred digital technology approach: The relationship between intrinsic motivation, learning climate and academic achievement of physical education pre-service teachers. <i>European Physical Education Review</i> , 2020, 26, 241-262.	1.2	42
21	â€œIt's the other assessment that is the keyâ€™: three Norwegian physical education teachers' engagement (or not) with assessment for learning. <i>Sport, Education and Society</i> , 2015, 20, 624-640.	1.5	41
22	What young people say about physical activity: the Children's Sport Participation and Physical Activity (CSPPA) study. <i>Sport, Education and Society</i> , 2015, 20, 442-462.	1.5	39
23	An integrated blended learning approach for physical education teacher education programmes: teacher educatorsâ€™ and pre-service teachersâ€™ experiences. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 562-577.	1.8	37
24	Preparing physical education preservice teachers to design instructionally aligned lessons through constructivist pedagogical practices. <i>Teaching and Teacher Education</i> , 2013, 33, 100-112.	1.6	33
25	The rhetoric and reality of research reputation: â€œfur coat and no knickersâ€™. <i>Studies in Higher Education</i> , 2015, 40, 806-820.	2.9	33
26	Teacher empowerment through engagement in a learning community in Ireland: working across disadvantaged schools. <i>Professional Development in Education</i> , 2017, 43, 334-352.	1.7	33
27	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.	1.8	32
28	Listening to Young People's Voices: Youth Sports Leaders' Advice on Facilitating Participation in Sport. <i>European Physical Education Review</i> , 2003, 9, 57-73.	1.2	28
29	Teachers' views on the construction, management and delivery of an externally prescribed physical education curriculum: Higher Grade Physical Education. <i>Physical Education and Sport Pedagogy</i> , 2007, 12, 43-60.	1.8	28
30	The professional learning needs and priorities of higher-education-based teacher educators in England, Ireland and Scotland. <i>Journal of Education for Teaching</i> , 2018, 44, 133-148.	1.1	27
31	Physical education teacher educatorsâ€™ views regarding the purpose(s) of school physical education. <i>Sport, Education and Society</i> , 2017, 22, 812-824.	1.5	25
32	Teaching and Learning Sport Education: A Self-Study Exploring the Experiences of a Teacher Educator and Pre-Service Teachers. <i>Journal of Teaching in Physical Education</i> , 2017, 36, 232-243.	0.9	25
33	Athlete and Researcher: Undertaking and Pursuing an Ethnographic Study in a Sports Club. <i>Qualitative Research</i> , 2004, 4, 227-245.	2.2	24
34	The social construction of higher grade physical education: the impact on teacher curriculum decision-making. <i>Sport, Education and Society</i> , 2004, 9, 53-73.	1.5	24
35	Negotiating the complexity of teaching: a rhizomatic consideration of pre-service teachersâ€™ school placement experiences. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 447-462.	1.8	24
36	Pupils' and teachers' perceptions of a culminating festival within a sport education season in Irish primary schools. <i>Physical Education and Sport Pedagogy</i> , 2009, 14, 391-406.	1.8	23

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37	Helping Pre-Service and Beginning Teachers Examine and Reframe Assumptions About Themselves as Teachers and Change Agents: "Who is Going to Listen to You Anyway?" <i>Quest</i> , 2012, 64, 299-312.	0.8	23
38	"The grade alone provides no learning": investigating assessment literacy among Norwegian physical education teachers. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2016, 7, 21-36.	1.0	22
39	Professional learning as a physical education teacher educator. <i>Physical Education and Sport Pedagogy</i> , 2011, 16, 435-451.	1.8	21
40	Exploring primary pre-service teachers' use of "assessment for learning" while teaching primary physical education during school placement. <i>Physical Education and Sport Pedagogy</i> , 2020, 25, 539-554.	1.8	21
41	"Standing on the periphery". <i>European Physical Education Review</i> , 2015, 21, 222-237.	1.2	20
42	Pre-service teachers' entry onto a physical education teacher education programme, and associated interests and dispositions. <i>European Physical Education Review</i> , 2015, 21, 51-65.	1.2	20
43	The development of assessment policy in Ireland: a story of junior cycle reform. <i>Assessment in Education</i> , 2018, 25, 310-326.	0.7	20
44	Becoming a physical education teacher during formalised school placement: A rollercoaster of emotions. <i>European Physical Education Review</i> , 2019, 25, 893-909.	1.2	20
45	Developing a pedagogy of teacher education using self-study: A rhizomatic examination of negotiating learning and practice. <i>Teaching and Teacher Education</i> , 2020, 88, 102969.	1.6	20
46	"Drawing" conclusions. <i>European Physical Education Review</i> , 2018, 24, 449-466.	1.2	19
47	Looking across and within: studying ourselves as teacher educators. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2015, 6, 299-311.	1.0	18
48	Moving towards quality physical education: Physical education provision in Singapore. <i>European Physical Education Review</i> , 2009, 15, 201-223.	1.2	16
49	A Preservice Teacher's Delivery of Sport Education: Influences, Difficulties and Continued Use. <i>Journal of Teaching in Physical Education</i> , 2013, 32, 166-185.	0.9	16
50	Challenges for Irish teacher educators in being active users and producers of research. <i>European Journal of Teacher Education</i> , 2019, 42, 492-506.	2.2	16
51	The implementation of a revised physical education syllabus in Ireland: circumstances, rewards and costs. <i>European Physical Education Review</i> , 2005, 11, 287-308.	1.2	15
52	A career in teaching: decisions of the heart rather than the head. <i>Irish Educational Studies</i> , 2009, 28, 177-191.	1.5	15
53	Too much freedom and autonomy in the enactment of assessment? Assessment in physical education in Ireland. <i>Irish Educational Studies</i> , 2017, 36, 237-252.	1.5	15
54	Learning to teach sport education: investigating a pre-service teacher's knowledge development. <i>Sport, Education and Society</i> , 2019, 24, 51-65.	1.5	15

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55	Active citizenship through sport education. <i>Education 3-13</i> , 2010, 38, 203-215.	0.6	13
56	Physical activity experiences of young people in an area of disadvantage: "there's nothing there for big kids, like us". <i>Sport, Education and Society</i> , 2016, 21, 1161-1175.	1.5	13
57	"I want to do it all day!" Students' experiences of classroom movement integration. <i>International Journal of Educational Research</i> , 2019, 94, 52-65.	1.2	13
58	The effects of individual dispositions and workplace factors on the lives and careers of physical education teachers: twelve years on from graduation. <i>Sport, Education and Society</i> , 2019, 24, 38-50.	1.5	13
59	Teacher educators' professional trajectories: evidence from Ireland, Israel, Norway and the Netherlands. <i>European Journal of Teacher Education</i> , 2020, , 1-18.	2.2	13
60	The constraints on school provision of post-primary physical education in Ireland: principals' and teachers' views and experiences. <i>Irish Educational Studies</i> , 2005, 24, 77-91.	1.5	12
61	Inclusive education: Ireland's education provision for children with special educational needs. <i>Irish Educational Studies</i> , 2006, 25, 53-62.	1.5	12
62	Interrogating the enactment of a service-learning course in a physical education teacher education programme: Less is more?. <i>European Physical Education Review</i> , 2019, 25, 876-892.	1.2	12
63	Transformative Teaching and Learning Through Engaged Practice: Lecturers' and Students' Experiences in a University and Underserved Community Partnership in Ireland. <i>Journal of Transformative Education</i> , 2019, 17, 228-250.	0.8	12
64	The (mis)alignment between young people's collective physical activity experience and physical education curriculum development in Ireland. <i>Curriculum Studies in Health and Physical Education</i> , 2020, 11, 204-221.	0.9	12
65	Becoming a Teacher Educator: Legitimate Participation and the Reflexivity of Being Situated. <i>Self-study of Teaching and Teacher Education Practices</i> , 2014, , 47-62.	0.2	12
66	Curriculum dissemination and implementation in Ireland: principal and teacher insight. <i>Irish Educational Studies</i> , 2010, 29, 25-40.	1.5	11
67	Negotiating "ethically important moments" in research with young people: reflections of a novice researcher. <i>Leisure Studies</i> , 2017, 36, 170-181.	1.2	11
68	Aligning the principles of assessment for learning to learning in physical education: A review of literature. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 388-401.	1.8	11
69	The role of the critical friend in supporting and enhancing professional learning and development. <i>Professional Development in Education</i> , 0, , 1-14.	1.7	11
70	Promoting instructional alignment in physical education teacher education. <i>Physical Education and Sport Pedagogy</i> , 0, , 1-12.	1.8	11
71	Lifestyles and gendered patterns of leisure and sporting interests among Irish adolescents. <i>Sport, Education and Society</i> , 2009, 14, 281-299.	1.5	10
72	Cultivating relationships with school placement stakeholders: the perspective of the cooperating teacher. <i>European Journal of Teacher Education</i> , 2016, 39, 287-301.	2.2	10

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73	The Influence of Organizational Socialization in Preservice Teachers'™ Delivery of Sport Education. <i>Journal of Teaching in Physical Education</i> , 2017, 36, 477-484.	0.9	10
74	Original intentions and unintended consequences: the 'contentious'™ role of assessment in the development of Leaving Certificate Physical Education in Ireland. <i>Curriculum Studies in Health and Physical Education</i> , 2019, 10, 71-90.	0.9	10
75	Teacher agency in enacting physical education in a period of curriculum change and reform in Ireland. <i>Curriculum Journal</i> , 2021, 32, 48-66.	1.0	10
76	Student discourse on physical activity and sport among Irish young people. <i>Irish Educational Studies</i> , 2007, 26, 195-210.	1.5	9
77	Linking Teacher Socialization Research With a PETE Program: Insights From Beginning and Experienced Teachers. <i>Journal of Teaching in Physical Education</i> , 2016, 35, 169-180.	0.9	9
78	Conceptualising examinable physical education in the Irish context: Leaving Certificate Physical Education. <i>Sport, Education and Society</i> , 2020, 25, 788-801.	1.5	9
79	Promoting professional learning through ongoing and interactive support: three cases within physical education. <i>Professional Development in Education</i> , 2015, 41, 452-466.	1.7	8
80	One Teacher's™ Experience of Teaching Physical Education and Another School Subject: An Inter-Role Conflict?. <i>Research Quarterly for Exercise and Sport</i> , 2018, 89, 235-245.	0.8	8
81	A rhizomatic exploration of a professional development non-linear approach to learning and teaching: Two teachers'™ learning journeys in 'becoming different'. <i>Teaching and Teacher Education</i> , 2022, 115, 103730.	1.6	8
82	Subject Choice in Scottish Secondary School Physical Education: Higher Grade Physical Education. <i>European Physical Education Review</i> , 2002, 8, 305-326.	1.2	7
83	Reconstructing a supervisory identity. <i>European Physical Education Review</i> , 2018, 24, 240-254.	1.2	7
84	Expedition (auto)ethnography: an adventurer-researcher's™ journey. <i>Journal of Adventure Education and Outdoor Learning</i> , 2019, 19, 187-201.	1.2	7
85	Seizing the opportunity to redesign physical education teacher education: blending paradigms to create transformative experiences in teacher education. <i>Sport, Education and Society</i> , 2023, 28, 159-172.	1.5	7
86	Irish primary school teachers' experiences with Sport Education. <i>Irish Educational Studies</i> , 2012, 31, 207-222.	1.5	6
87	'Physical education and sport pedagogy'™ and the three 'A's'™: apprenticeship, academia and administration. <i>Sport, Education and Society</i> , 2017, 22, 669-683.	1.5	6
88	An exploration of the influence of professional relationships on the career pathways of physical education teacher educators. <i>European Physical Education Review</i> , 2019, 25, 913-928.	1.2	6
89	The intersection of ethos and opportunity: an ethnography exploring the role of the 'physical curriculum'™ in cultivating physical capital in the elite educated student. <i>Sport, Education and Society</i> , 2020, 25, 990-1001.	1.5	6
90	Professional learning and development needs of Chinese university-based physical education teacher educators. <i>European Journal of Teacher Education</i> , 2023, 46, 154-170.	2.2	6

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91	The complexity of professional identity: Chinese university teachers teaching in physical education teacher education (PETE) programmes. <i>European Journal of Teacher Education</i> , 0, , 1-20.	2.2	6
92	Redesigning physical education in Ireland. , 2018, , 171-181.		6
93	A framework for lifelong involvement in sport and physical activity: the Irish perspective. <i>Leisure Studies</i> , 2010, 29, 85-100.	1.2	5
94	Research lives of physical education teacher educators. <i>Curriculum Studies in Health and Physical Education</i> , 2018, 9, 90-103.	0.9	5
95	Physical activity parenting practices in Ireland: a qualitative analysis. <i>Sport, Education and Society</i> , 2021, 26, 281-294.	1.5	5
96	Lessons learned from a community engagement initiative within Irish higher education. <i>Irish Educational Studies</i> , 2018, 37, 113-126.	1.5	4
97	Giving birth to a supervisory identity built upon pedagogical perspectives on teaching: The case of a novice physical education cooperating teacher. <i>European Physical Education Review</i> , 2020, 26, 353-374.	1.2	4
98	Relationship Between Personal and Social Responsibility and the Roles Undertaken in Sport Education. <i>Journal of Teaching in Physical Education</i> , 2021, 40, 76-85.	0.9	4
99	Developing commitments and capacity to learn with, and from, each other. , 2020, , 179-191.		4
100	Development and initial validation of the Teaching Multiple School Subjects Role Conflict Scale (TMSS-RCS). <i>European Physical Education Review</i> , 2019, 25, 1017-1035.	1.2	3
101	Other voices in the adventure expedition assemblage. <i>Annals of Leisure Research</i> , 2020, , 1-18.	1.0	3
102	Irish Physical Education Cooperating Teachersâ€™ Experiences of Learning to Become a â€™Teacher of Teachersâ€™. <i>The Open Sports Sciences Journal</i> , 2014, 7, 98-105.	0.2	3
103	Children's Experiences of Fun and Enjoyment During a Season of Sport Education. <i>Research Quarterly for Exercise and Sport</i> , 2008, 79, 344-355.	0.8	3
104	The relationships among personal accomplishment, resilience and teachersâ€™ experience of teaching multiple school subjects role conflict. <i>European Physical Education Review</i> , 2021, 27, 613-635.	1.2	3
105	DISCOVERING THE â€™COACHING SELFâ€™ THROUGH ETHNOGRAPHY: COACH AS A COMMITTED VOLUNTEER. <i>Studies in Educational Ethnography</i> , 0, , 93-110.	0.1	2
106	Writing for publication in Physical education and sport pedagogy: reflections and advice from an editorial team. <i>Revista Brasileira De Ciencias Do Esporte</i> , 2014, 36, 740-745.	0.4	2
107	The story of representation (or not) in contributing to the development of a school subject curriculum. <i>Irish Educational Studies</i> , 2015, 34, 225-243.	1.5	2
108	The complexity, tensions and struggles in developing learning communities throughout a Sport Education season. <i>European Physical Education Review</i> , 2019, 25, 1075-1092.	1.2	2

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109	Nurturing Solidarity: Considering the Internationalization of Research Activities in Kinesiology as a Moral Practice. <i>International Journal of Kinesiology in Higher Education</i> , 2021, 5, 56-67.	0.3	2
110	Teacher educators's engagement with school-based assessments across Irish teacher education programmes. <i>Irish Educational Studies</i> , 0, , 1-18.	1.5	2
111	Engaging with academic and institutional changes: physical education and sport pedagogy's interest and ability to "survive and thrive". <i>Sport, Education and Society</i> , 2020, 25, 859-871.	1.5	1
112	Chinese higher education-based physical education teacher educators' professional learning needs for involvement in research activities. <i>Professional Development in Education</i> , 0, , 1-17.	1.7	1
113	Self-Study Methodology: An Emerging Approach for Practitioner Research in Europe. <i>Springer International Handbooks of Education</i> , 2020, , 1373-1401.	0.1	1
114	Self-Study Methodology: An Emerging Approach for Practitioner Research in Europe. <i>Springer International Handbooks of Education</i> , 2019, , 1-30.	0.1	1
115	Moving people, moving forward. <i>Papers from the AIESEP 2011 International Conference. Physical Education and Sport Pedagogy</i> , 2012, 17, 227-229.	1.8	0
116	Decentering the "self" in self-study of professional practices: a working research assemblage. <i>Advances in Research on Teaching</i> , 2018, , 59-73.	0.2	0
117	Enhancing physical education pre-service teachers' experiences in physical education (PETE) programmes. <i>Cultura, Ciencia Y Deporte</i> , 2013, 8, 167-168.	0.3	0